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# THE SCHOOL JOURNAL

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## The Kindergarten and the Common School.

*By Dr. A. Duncan Vocum, Supt. of Schools, Chester, Pa.*

From the time when women's philanthropy first introduced the kindergarten into England and America, there has been, if not a direct conflict, at least a very general absence of continuity between its work and that of the common school. While no student of current education will deny that such antagonism has existed and to a great extent still exists,—while it has thus far prevented a union necessary to the best interests of both, it is accidental rather than inherent and will cease to exist just so soon as kindergarten and common school are true to their common ideal.

No term in the educational vocabulary has been so persistently misused as this word "ideal." Now that education is becoming a science and teaching a profession, the practical worker may accept, as his own, the aim which philosophy has long determined and religion ever assumed. But in the past, not only has all been true of the educational ideal which Richter has said of the Spirit of the Age,—not only has it varied with latitude and time, political conditions, and the ebb and flow of philosophical discussion, but the term itself has been used far too often without taking into consideration the broad distinction between the ideal of educational philosophy and that of the community in which education is being practically carried on.

The educational ideal which has for the most part been put into practice is the ideal of the taxpayer, not that of Rosenkranz or Herbart. Occasionally, to be sure, some teacher has been conscientious enough to struggle with environment and strong enough to win, but the great majority have either had no higher ideal than their fellows, have had the higher ideal, but feared to strive for its attainment, or trying, have failed, as they deserved to fail, because they blindly antagonized what they should have endeavored to change.

### Apparent Conflict Between Ideals.

There has been, then,—there still continues to be, a broad distinction between the ideal of the chair of education and that of the school district, between the end of education and the aim of the common school, between the end of Froebel and the aim of the average kindergarten. The conflict is not that of ideal with ideal, but between practical means which have been made ends, between a common school system that knows not Laurie and a kindergarten which has forgotten Froebel.

In America this end has been distinctly utilitarian,—one which with Mr. Tulliver demands for the boy, "an eddication as'll be bread to him,"—an education which has too often been limited to mechanical work in the three R's, and the memorizing of a disorganized mass of more or less important facts. It is high time, when so much attention is being paid to the educational creeds of noted teachers, that more should be shown to this creed of the masses whom great educators find it so difficult to lead. It is a simple one. Not that it has ever been exactly formulated, not that all would write it just the same, but it is none the less probable that the following rubrics would express the views, tho they might not receive the public assent, of the great majority of people in the ordinary community:

### The Educational Ideal of the Masses.

The end of youthful training is such preparation for usefulness as will ensure a maximum of temporal compensation. The conditions to such usefulness are "brains"—that is, intellectual strength,—good habits, "practical" knowledge, and skill in its application. Brains are the gift of nature or of God; good habits largely the result of home training and proper environment; skill the outcome of successful practice in profession or in trade; practical knowledge alone may have its beginning in the school, and practical knowledge is the sole end of common school education. The curriculum should of course include the three R's, geography, history, and grammar, because they are all in one way or another "practical." Its content may be modified by the introduction of shorthand, type-writing or commercial law, but nature-study, elementary algebra, or general history are looked upon with suspicion.

Philosophers may seek to determine the relative educational worth of the classics and the sciences, but in the common schools, the iconoclasts have already won the battle; science is "practical." If anything that is impractical in the old academic course continues to survive, it is because our educational grey-beards, seated with quiet dignity in their ancient chairs, have for a time awed into mystified silence the threatening Gauls.

New methods may be introduced, if they result in the more rapid acquisition of knowledge, without making it less thoro, or in more thoro knowledge without making its acquisition less rapid; but failure is assured to methods which sacrifice rapidity of progress and extent of knowledge to mental development.

While the crucial questions which life will always ask of youth are—what are you and what can you do? the great majority of parents still feel that the one question which concerns the school is, what do you know? To them, the only educational failure is forgetfulness of useful facts.

Statistics plainly show that the great majority of the believers in this creed can allow their children less than four years schooling. This being the case, there is a natural tendency outside of the "model" school and that of the model community, to limit the elementary curriculum to reading, writing, and number-work, and to seek by methods almost purely mechanical to give the pupils mastery of the recognized elements of education before they are compelled to leave the school for the work-shop or the farm. Most parents in an industrial community—and few communities are non-industrial—therefore regard anything not contributing directly to this end as a waste of time, uneconomic and extravagant. To them kindergarten means not a garden of children budding into a growth that should have its fruitage in the noblest and wisest youth, but a children's garden, a playground in which time that should be spent in study is being idled away. The kindergarten is not "practical."

### Why the Kindergarten Is Not More Popular.

Is their criticism just? If not, how has it been incurred. In answering this question it must be remem-

bered that the kindergarten movement in America has been for the most part outside of the public schools. Inaugurated and long supported by philanthropy, largely conforming while under such direction to the principles of Froebel, kindergartening has too often degenerated into a genteel occupation in which a well-bred woman the ignorant of Froebel's philosophy, can with a little training in the "gifts" and "mother-plays" make a good living at the expense of people who look upon the kindergarten as a social means of grace and pay for it in much the same spirit as for nursemaid or dancing-master. The kindergarten has become fashionable—not because the social leaders in each little community appreciate it at its true worth, but because it was born with a silver spoon in its mouth and some one else than the mother manipulates the spoon. Where it has thus become an infant-room for the club, benefiting the class of children that need it the least, conventionalizing a philosophy that it does not understand, the kindergarten would have nothing to do with the school, were it not that being the type best known to the masses, it is leading them to form a wrong conception of the institution which it so often misrepresents. While this statement cannot be successfully contradicted, it must not be misunderstood. The kindergarten is not being criticised because it is fashionable; it is not being criticised at all. But attention is being called to a factor in the unnecessary antagonism between kindergarten and school, that in time will be eliminated. It will not be denied that the encouragement of the kindergarten by women of high social standing, its convenience, and its apparent superiority as a substitute for nursemaid domination, have caused a multiplication of kindergartens which individual students of Froebel or even kindergarten associations have been unable to direct or even properly estimate; that in consequence, an ambitious maid—"bachelor" or "old," with a few enthusiastic friends to call her a "sweet girl" and advertise her love of children, can soon build up a flourishing school with Bradley's material on her tables and Froebel's picture on the wall. If, as may occasionally be the case, her only ambition is to please her patrons, and their only desire, that she shall entertain the children and perhaps give them a little social training, her "plays" will be but a means of occupation, and her symbols, empty nothings. Even in the kindergartens that are not fashionable in the sense in which the term has just been used,—where the philosophy of Froebel is fully appreciated and intelligently and sympathetically applied,—with the exception of those which form a part of the common school system itself,—the work is often carried on in blissful ignorance of the conditions existing in the common schools, and certainly with little systematic effort to meet those conditions. The result is that when children who have attended them, enter the "practical" primary school, they find themselves in another world; Father Froebel yields place to Master Gadgrind,—and very contradictory is the testimony of primary teachers as to whether children of the former make better pupils for the latter or whether they make worse. Is, then, the popular judgment approved? Is the work of the best kindergartens as antagonistic to that of the elementary school as is that of their unsuccessful imitators?

#### Is the Kindergarten Antagonistic to the Elementary School?

The early leaders of the kindergarten movement attempted to prove that there is no such antagonism, that what teachers of primary schools find most helpful in beginners, is not what they already know, so much as the power of learning which the kindergarten gives. But the prompt formation of "transition classes" was a tacit admission that there is a gap between the kindergarten and the school. Nor is it, as hinted by its apologists, that the kindergarten does not equip its pupils with sufficient positive knowledge. The primary school assumes little previous knowledge on the part of the child. It demands no preparation for its curricu-

lum. No transition classes exist between it and the home. The transition class became necessary, because there is lack of continuity between the work of the kindergarten and that of the school. Barring such faults as can be easily corrected, including, perhaps, the over-emphasis of the symbolic, due to the mysticism of its founder, so far as the kindergarten has failed, if it has failed at all,—it has been thru arrested development. It is not a separate and distinct institution complete in itself, but an elementary stage in a great educational system, separate and distinct in name alone, complete only in the realization of the ideal which is the aim of the whole. It is only after a thoughtful comparison of this ideal aim with that of the common school system, that the true relation of the kindergarten and the common school can be determined. The aim of the educational process as a whole, is as well rounded a self-activity as each individual can attain, in accordance with the highest tradition of the race. Whether arrived at by philosophical investigation or a consensus of experience, this is the educational ideal,—youth led by manhood to make himself as perfect in health and vigor, strong in intellect, ethical in judgment and in action, as irremovable limitations will permit him to become. This is the ideal of the kindergarten, this the ideal of the common school,—the former at its best realizing all of the ideal possible to the early stage of childhood in which it is intended for it to hold sway, the latter for the most part, only that which is a necessary condition or accompaniment to the acquisition of practical knowledge.

#### Educational Means Have Been Made Ends.

Both kindergarten and common school have far too often magnified means into ends. Froebel considered the happy self-activity of the child a necessary means to the realization of his ideal. This self-activity he found naturally manifested at the earliest age only in what men call play. But well he knew that what seems play to the man is work to the child, that as the boy builds higher and higher his edifice of wooden brick, he is as earnest a worker with as definite an aim as the beaver with his dam or Wren with his St. Paul's. When to the teacher this work seems play, and play becomes the object of pedagogic endeavor, a means of education has become its end.

On the other hand,—it is right that children should be taught in school that c-a-t spells cat, and that 1 and 1 are 2,—mechanically too, if you please, for number-facts and words, whether first accepted on the authority of the teacher or derived by the pupils for themselves, must be fixed in the memory by repetition. There are certain mental tricks that the child must learn in a mechanical way,—the more mechanically the better, since the more nearly reflex the associations necessary to their recollection, the less the friction in higher, mental activity in which they play a part. But, if child life in the school is exclusively given up to facts and names and words, again has a necessary means been permitted to usurp the place of the great educational end itself.

#### What Part of the Educational Ideal Should be Realized in School?

What part of this ideal end should find its realization in the school? How far wrong is the popular creed in the limitations which it imposes upon the work of the school? No one will deny that the responsibility for the education of the child rests primarily with the parent. How much of that responsibility can be properly transferred to the school? Granting that private education can prepare for complex social life, this is, after all, but a special case under the general principle which lies at the basis of our economic system. The individual should do for himself everything that can not be done for him better and more economically by others with whom he enters into co-operation. Where the parent is in every way better fitted to carry on the education of his child than is the community about him or where he



is so richly endowed with wealth that he is able to employ to take his place one as well equipped as he, co-operation is unnecessary, perhaps undesirable from any other than a purely economic point of view. Rousseau's scheme of education is right from the standpoint of the unsocial individual, if it is right to devote the life of an ideal tutor to the making of one Emile into as good a man as he. In all other cases, however, a transfer of parental responsibility becomes economic only when parents, perhaps well enough equipped to teach, but unable to afford to give to the education of a single child, time necessarily devoted to the support of a family, unite in maintaining a private school; or when the state, realizing that under existing economic conditions, few parents can devote the proper time to the education of their children, and that fewer still are sufficiently equipped by nature and training for this, the highest work of man,—organizes as its only safeguard a common school system. But while such a transfer is economic, it is only permissible to the individual parent, when he has satisfied himself that the teacher who is to take his place is as well equipped as he to educate his child. More than this, no duty is thus transferable which can be better performed by the parent than by the school.

What part, then, of the educational ideal can be better realized in the school than in the home? It is the assumption that manners, morals, and religious training can be better cared for by the home, and that intellectual development in so far as it is not incidental to the acquisition of practical knowledge, can take care of itself,—which lies at the basis of the popular educational creed. In former times, when education was largely confined to the so-called upper classes, and home life reigned supreme, this assumption was partially justified by facts. But now, when in order to meet the demands of a civilization rapidly growing in complexity, the amount of positive knowledge to be acquired by youth is ever on the increase, and education is becoming so universal as to embrace the children of the tenement and the gutter,—a loosening of home ties is slowly but surely reversing the relative responsibility of home and of school.

#### Relative Responsibility of Home and School.

A generation or so ago, home life exercised far more influence upon the life of the individual than it does today. Not that the educational standard in the majority of homes was higher than it is at present, but that the standard, such as it was, was lived up to. The boy was home more. There were home amusements, home teaching, home religious instruction. The traveling menagerie, the short term district school, and the circuit rider with his Bible and his saddle-bags, left most of the boy's life to the home. Now all is changed. The nine or ten months school, the opera-house, and the theater, numerous organizations, religious or social, are coming more and more to stand *in loco parentis*. Manufacturing is no longer carried on in the cottage of the workman or the little shop beside it. The factory claims him from early morning until late at night, and on his return home he is often too tired to act the father or even in many cases to play the man. Sometimes his boys and girls are in the factory, too. If not, when out of school, with no chores to perform, the bicycle takes them far away from the home. Nor are these dangerous conditions present in the family of the "worker" alone. Surely it is little exaggeration to say that to thousands of children of all classes, home has come to mean but little more than a place to eat and a place to sleep.

The school has as yet only partially adjusted itself to these new conditions. It sees the consequent defects in home training, but clinging to its traditional policy, has only here and there attempted to remedy them in a systematic way. But just so certainly as the kindergarten, taking for a few hours each day the mother's place, seeks to systematically realize every part of the educational ideal possible to early childhood, so the school,—

systematically assisted, it is true, by the church and other organizations,—must respond to new conditions and seek to realize in its pupils the whole educational ideal.

#### A Revolutionizing of the Curriculum Unnecessary.

It by no means follows, as some are tempted to assume, that this will necessitate revolutionary modifications of the subject-matter of education. The common school curriculum is not so much in need of metamorphosis as of metempsychosis; not that some of its subject-matter might not well be omitted, nor that a little that is desirable might not be introduced without displacing that which is necessary; but that, without being made less practical, it should become more ideal. Why should the masses, and hence most teachers, in utilizing an important means of education, lose sight of its far more important end? Why should that means in itself be made the end? If common school education is to represent a great stage in the education of man, it must mean the acquisition of knowledge, but far more than that, it must result in the gradual development of self-activity,—such growth of intellect, such fostering of good will thru emotional training, such creation of a many-sided interest, that the great educational end may be obtained. The acquisition of knowledge is in itself one means to this end. Its conditions mental development and is more or less accompanied by it. But knowledge should be so nearly self-acquired as to involve with a maximum of learning, a maximum of discipline.

The antagonism between knowledge and culture, between the content of education and education itself, is for the most part a creation of the syllogism, whose discussion belongs more properly to the days when men argued about the number of feathers in Gabriel's wings. Scholasticism is dead. Knowledge, however mechanically acquired, carries with it a certain amount of culture. No culture can be gained without the acquisition of some small sum of knowledge; more than this, it is safe to assume that a maximum of knowledge can co-exist with a maximum of culture. Perhaps, some time, we may come to believe that a maximum of knowledge can not exist without a maximum of culture. Even now, since it is not knowledge, but the use of knowledge that is power, it can not be denied that the greater the accompanying culture, the more "practical" the knowledge acquired. This is the article that must be added to the popular creed, before the school plays all the part that it can in the education of the race.

#### The Teacher, Not the Curriculum, to be "Kindergartenized."

It has been said that the elementary school should be "kindergartenized." While this is true in the sense in which the assertion is doubtless meant to be taken, while it is true that the kindergarten spirit, which after all is but another name for the spirit of the "new education" should find its way into the common school, there is danger that "kindergartenizing" may be taken by some to mean the introduction into a curriculum already overcrowded of the work of the kindergarten as it is—"plays," "gifts," and all. No such idea has entered the minds of any sensible disciples of Froebel. Soon after the kindergarten experiment was first tried in London, Miss Shirreff asserted that "the one real difficulty to overcome with kindergarten children is that of passing from object lessons to book lessons; but if this transition be made under the guidance of kindergarten teachers, it is accomplished without trouble or annoyance to the little ones." Hence transition classes then, hence the cry to-day that the primary school should be kindergartenized—not the curriculum but the teacher.

Attempts to seriously modify the former have been made again and again. Object lessons have come and gone; nature-study in so far as it has been falsely so called, with its stuffed ducks and little alligators, is having its fitful reign. But midst the pressure of innovation, the people hold fast to their ancient creed, and for



once at least—*Vox populi vox Dei*. The old curriculum will continue to stand, because it in the main contains little but essentials. Children must learn to read, to write, to cipher, and to spell, to know the story of their country, and to become familiar with distant lands.

#### Children's Interests Will Not Revolutionize the Curriculum.

Child-students in their brave and honest effort to avoid errors of expectation, are perhaps right in assuming as scientists that little is known of the child mind and its content, but as educators they err when they proclaim that the determination of children's interests will revolutionize the school curriculum. The child's interests depend upon its mental content. And without philosophizing with Herbart or dissecting with Lombroso, without staking all on either environment or heredity, they can safely take it for granted that the child's mental content is for the most part what is put into the child's mind, and that what does not get in from the home and places of public resort, is put in by the school. Even should the school put in the least, and should that part of the mental content for which it is responsible be altogether uninteresting to the child, the popular judgment would still favor the old curriculum and the popular judgment would be right. It is the place of the school to create new interests—a many-sided interest, if you please. This, after all, is what is in part asserted in the familiar principle—proceed from the known to the related unknown. Child-study will tell the teachers more of what is in the child mind when it enters school, will tell them more of what they have to proceed from, not more of what they must proceed to. Philosophy alone can determine that—and, as the philosophy that rules, is the common sense of most, the curriculum will continue to be "practical." But the practical does not conflict with the ideal; it is included in it. For the most part the popular creed is wrong only in that it does not go far enough. Pupils must master written and printed words, but mechanical mastery must be accompanied by an exercise of the imagination which will associate with print and script not sounds alone, but all that for which they stand. Only continual repetition will ensure the memorizing of the fundamental facts of number; nothing else can take its place. But children should be led to derive those facts for themselves, to derive their own principles, to formulate and apply their own rules. Geographical forms, both natural and political, the location of mountains, rivers, railroads, and towns—must be drilled into the child's mind

but it should also be led to comprehend why every Pennsylvania village is not a Pittsburgh, or a Minneapolis arises by St. Anthony's Falls. Many historical names and events—even some epoch-making dates, should be written upon the cerebral cortex of youth as deeply as on the monuments and tombs from which they are transcribed, but the connections should be traced which exist between events—the historical skeleton thus being at least well articulated—and, more than this, teacher or text-book should play the Ezekiel with the valley of dead men's bones, until to the imagination of childhood, the heroes of the past arise in all their pristine might, an exceeding great army.

#### Change is Needed in Instruction, Not in Content.

It is thus, that the common school is to be "kindergartenized;" this is the end of the "new education," and when the metempsychosis is complete, when all teachers realize that not only can practical knowledge be acquired without stunting the imagination of childhood, but in such a way as to develop every latent activity necessary to the realization of the ideal, there will be little need of modifying the curriculum. Object-lessons will still be given, nature-study will yet be taught, but they will appear, not as distinct subjects on the school program, but in new and rational method under the name of every ancient but necessary branch.

Nor must we await some scientific millennium before all this can come to pass. Blind is the education which masquerading in discretion, refuses to tread the path of progress until psychology has pointed the way. Just as certainly as the same stars shone in the skies of Herschel as in those of Ptolemy, just so surely as in spite of molecule and atom, brass still is brass and gold is gold,—will intellect, feelings, and will, perception, memory, and imagination, remain the same, whether analyzed to seventy units of sensation or to one of soul. Let science search out the atoms of the mind! it is with mental compounds that the teacher has to work. And if he does his best, if he but utilizes half of what he already knows,—even should scalpel rust and balance break, it will not be long before there is no school that is not a kindergarten, no kindergarten that is not a school. For just as certainly as the people have come to believe that the earth revolves around the sun and not the sun about the earth, will they sooner or later perceive with equal clearness, that there is no necessary antagonism between what is really practical and that which is truly ideal.

## The Feelings as a Factor in School Training.\*

By C. L. Payton, A. M.

The word *sensibility* is a word which has of late lost caste. It is used by the novelist to describe the young lady who is morbidly impressionable and romantic; it is used by a cabinet minister to describe the tender-heartedness of the peace-lover, the Quaker, and the pro-Boer. It carries with it nowadays a connotation of over-sensitiveness and sentimentalism. It is used with a tone of disparagement.

The adjective *sensible*, on the other hand, tho it has not lost caste, is used in a sense quite foreign to its original meaning, to denote rather intellect than feeling, a person whose judgment is cool, impartial, and dispassionate.

It was not in this way that Edmund Burke used these words. To him the word "sensibility" denoted one of those attributes which distinguish the higher types of men. One of the qualities which has passed with the age of chivalry is "that sensibility of principle which felt a stain like a wound"; and one of the qualities of the true law-giver is that he must be "full of sensibility."

I would like, for the purposes of this paper at any rate,

\*Paper read before London College of Preceptors.—Abridged.

to reinstate the word in the high place among human qualities which was accorded to it by Edmund Burke. To my mind, every well bred and well trained man and woman ought to be, in his phrase, "full of sensibility;" they must have that delicate feeling of personal honor, that quick response of sympathy, that fine tact in dealing with others which the word "sensibility," and so far as I know, no other word in the language, implies. The great difference to me between man and man, the difference according to which men are ranked as higher or lower, is just this, that one *feels* more than another, feels more promptly, more deeply, and more truly, and acts according to such right feelings. "The heart that is soonest awake to the flowers" and "first to be touched by the thorns"—the heart that being so awake and so touched, is ready to work at the extraction of thorns and the cultivation of flowers—that is, after all, the highest type of educated man.

"The true lawgiver should be full of sensibility." So should every teacher. He is alive to the slightest indication, because, just as a slight indication in the body may be to the physician a symptom of grave disorder, so in our much more delicately adjusted moral nature the

slightest outward sign—a tone of the voice, a glance of the eye, a curl of the lip, a titter in the tone—may be symptomatic of inward disorder.

May I take a homely illustration? The captain had retired about an hour ago, and but for the man at the wheel and the look-out there was no one on deck. Suddenly the captain's door opened, and the captain stepped out in his pyjamas and bedroom slippers. "Holloah, Captain, I thought you were in your bunk and sound asleep." "So I was right enough, but I thought I heard a noise. I think it's somewhere in the engine-room." There was indeed plenty of noise: there was the noise of the waves and the swish of the water, and the regular thud of the engines. "Lots of noise, Captain, for that matter." But it wasn't any of these noises that got him out of bed. It was a rope at the far end of the ship which had not been properly made fast, and it was flapping irregularly against the side of the vessel. "Bless you, sir," said the captain, "when you have a ship on your mind, you've got to be thinking all the while when you're asleep; you've got to have an eye in the back of your head and listen with your toes."

The true schoolmaster must be full of sensibility. He must also try to understand, sympathize with, and utilize the feeling of, his pupils. How fatal is the mistake of ignoring the feelings in education, and how tragic are the consequences of so doing, is shown in fiction by "The Ordeal of Richard Feverel," and in real life by the autobiography of John Stuart Mill. George Meredith's novel is highly prized by all interested in education. The resultant impression of that book, to my mind, is that no amount of cleverness in the teacher and no amount of excellence in system or curriculum is of any avail if one leaves out of account the natural propensities, feelings, and desires of the child whom we educate. As to the story of John S. Mill's early training that for intellectual gymnastic and the accumulation of knowledge no more excellent training could be devised, but how utterly it ignored both his hands and his feelings, and how prolonged and turbid and painful was the reaction of outraged nature.

#### Know the Child.

But the old system is no more. Practically the whole of the advance made in educational science has been made precisely by taking into account the natural feelings of children, studying them, and adapting to them both ourselves and our teaching. The old philosophy of education kept its eye on knowledge—such and such knowledge was to be inculcated, such and such instruments of knowledge were to be mastered. The matter of the teaching, the system of the teaching was the same for all. It was simple—very simple—but it was wrong. One kind of feelings this school did take into its cognizance—the bodily feelings. "Blessed are the pure in heart," said Dr. Keate. "Be pure in heart, boys. If you aren't pure in heart I'll flog you." Such was the old school. And there was no advance in educational science until another school arose, who said: "The first thing to study is the growing organism that we have to develop—we must find out its latent powers, the laws of its growth, and its instinctive tendencies; observe the lines along which these tendencies develop, and take them as our rule in the planning out of methods." This is what Pestalozzi called "the process of nature in the development of humanity." This was the secret of what has been called his "gift of divination, his luminous guesswork." The discovery was the outcome of his experience. His experience was not, of course, unique; but the reason why Pestalozzi saw the lesson of his experience, while others who had the same experience did not see, was due precisely to the intense sympathy of his nature; he was "full of sensibility," and therefore he had eyes to see.

#### Greater Freedom and Sociableness.

If Pestalozzi could see to-day the results in European and American education of the new truth which he discov-

ered, he would have no reason to be discouraged. These results are most apparent perhaps in primary education. Consider the difference between the modern kindergarten and the old elementary school. Contrast the freedom, sociableness, and spontaneous joyousness of the present infant class with what Edward Thring tells us of his own preparatory school, where all talking at meals was forbidden; and young Edward Thring himself was flogged for "a very little laugh at dinner." "All my life long," he says, "the evil of that place has been on me. It is even now one of my strongest impressions, with its misery, the misery of a clipped hedge, with every clip thru flesh and blood and fresh young feelings; its snatches of joy, its painful but honest work—grim, but grimly in earnest—and its prison morality of discipline. The most lasting lesson of my life was the failure of suspicion and severity to get inside the boy world, however much it troubled our outsiders."

Let that stand for evidence which might be multiplied indefinitely. Such things as this are dealt with nowadays by a special society, and the policeman, the family butcher, the family milkman, the family washerwoman, and the grocer's boy all combine to bring such occurrences to the notice of the society and protect child life from such inhumanity.

#### The Changes in Secondary Schools.

The results of the new theory in secondary education have been slower in maturing; they are not nearly so universal, they are less easily discerned, but I believe they are every bit as real. Within my own time there has been a wonderful change in the relations between masters and boys. I don't think the credit can be ascribed to any one personality or any one school—it has been in the air, it has been everywhere silently operative, but it seems to me so real and so important that the word "change" is too weak, and perhaps the proper word for me to use would be "revolution." In what does this silent revolution consist, and how has it come? It consists in the closeness and freedom of the personal intercourse between master and pupil. Thirty or forty years ago the masters lived apart from the boys. The master was what a master still is in Continental schools—an officer—and the boys were the rank and file. The idea of a master corresponding with a boy was unheard of. If a command was given, he no more dreamed of saying "please," than the officer on parade thinks of saying, "Right turn, gentlemen, if you please," or "Kindly turn to the front." The relationship is very different now. I remember when I went to Rugby as a master being surprised at the quite informal way in which boys and masters foregathered out of school hours, how after evening preparation one would drop in to a study to give back a composition, or even without any such pretext, just for a bit of a chat, and not infrequently also a bit of a cake, without there being the slightest suspicion on the part of the boys that you were an intruder, or the slightest feeling on the part of the master that he was unwelcome or *de trop*—and all this without there being any laxness of discipline or any other advantage taken by the boys. As it has been wittily phrased, "The masters are still boys, and the boys are still mastered." Now this is the old Greek idea of education being a companionship—it is the quiet, unnoticed, and unobtrusive influence of one who is with the boys in games and in hobbies as well as work, who shares in all their life and to whom deference is paid, not because of any official position he holds, but because of what he is in himself.

#### Sympathy between Teacher and Pupil.

How has the change come about? It has come about mainly thru games. "Sympathy," as Mr. Herbert Spencer says, "is best cultivated by participation in the pleasures of people." The pleasures of boys—Anglo-Saxon boys at any rate—are chiefly cricket (base ball in America), football, rowing, and outdoor games. It has become the custom of masters to share in these, and, so



sharing, they have learned a sympathy which they would never have learned in the mere class-room routine; and this sympathy has given them *insight* and *influence*, and has enabled them to put their finger on the central *sen-sorium* of the genus boy, without his knowing it, in a way which was never possible before. And herein I should like in justice to say how much is due to junior masters, especially in our boarding schools. Boys take their ideals and their tone much more readily from a younger man. I have been often surprised at the influence on senior boys of one who is perhaps only three years or so their elder. With a gray beard or a bald head they are apt to say unconsciously to themselves: "Yes, that's all very well for him; but then he's old and I'm young, and that's what makes the difference." They cannot say this of a man who is just fresh from his schools. Honor to whom honor is due. I think it is only right to make some public acknowledgment of the way the junior masters on the staffs of our different schools, too often wretchedly underpaid, have thrown themselves, without stint of leisure or of interest, into the life of the school to which they have been attached.

#### The Starting Point.

That education will be the best which finds the *point of departure*. In intellectual work it will secure, in the first place, interest, and thru interest will prompt the mind to self-activity in acquiring ideas and knowledge. In all other matters, physical, social, æsthetic, and spiritual, it will watch for the unfolding of the several feelings, appetites, desires, and as each feeling, or appetite, or tendency unfolds it will provide the right opportunity and the right way for its exercise and its expression, so that each instinctive tendency of the organism may, as it develops, contribute its part to the building up of the whole "thru that which every joint supplieth," and so conduce to the full-grown perfect manhood or womanhood.

Let us then take stock of some of these feelings as they arise in the case of boys, for I would prefer to speak of what I know. But I shall be told at the outset that boys have no feelings; it's absurd to say that they have. We have all of us felt this at times when we have had a splitting headache and our classes have chosen just that day on which to be specially tiresome. Robert Louis Stevenson describes somewhere the callous way in which a child came up to him as he lay ill, and, airily disregarding the patient's complex and acute sufferings, requested his attention for some more pressing business of its own. It is true that children are delightfully incapable of entering into the feelings of their elders. It is a wrong deduction to say that therefore they have no feelings at all.

He jests at scars who never felt a wound.

And a boy who never had a headache in his life does not sympathize with your headache, simply because he doesn't understand what it means. If you had sore gums from teething, or what a little fellow of my acquaintance once called "a pain under your pinafore," thru eating too much plum pudding, then he would understand and you would have, for a time at any rate, his sympathy. The cruelty of boys (which is so well known that I need not illustrate it) is due largely to this anæsthesia. A boy, who habitually pelted toads, one day saw a toad, in its expiring agony, fold its fore-feet together like hands. This touched him, it got home, it made him feel the pain he had inflicted, and afterwards he not only did not pelt toads himself with stones, but stopped other fellows from so doing. The boy had feelings, as all boys have, but they were dormant, inhibited by lack of perception.

Nor must we be surprised if we find their feelings absolutely irrational. I knew of a midshipmite who never could get to sleep ashore until the gardener came and played the garden hose upon his window. And Professor James tells the story of a child who, in the midst of a raging fire, in presence of devouring flames,

showed neither astonishment nor fear, but the noise of the firemen's trumpet and the wheels of the engine made him start and cry. We must simply not expect them to be rational—we must take them as they are, however unreasonable—and work upon that basis. That must be our point of departure—at any rate, we shall never get any other.

#### Changeableness of Feeling.

We must not be annoyed to find these feelings changeable, not to say capricious. "The young," says Aristotle in his rhetoric, "desire passionately, but quickly cease from their desire." The young mind is not stable or tenacious, nor can it hold much at a time, and a new interest quickly expels an old one. But, even so, by long suffering and judicious selection, certain moods may be encouraged, become habitual, and, gathering strength, gradually come to constitute temperament.

From this very changeableness of feeling the wise teacher will avoid, above all, monotony. There must be novelty and change; we must not get into a rut. Here, as much as anywhere, the skill of the craftsman is seen. He has to go over the same ground again and again, but he must always have fresh illustrations and fresh aspects, and work backwards and forwards over the same subject. "Small changes benefit the organism," says Darwin. This is specially true of the young. Dullness and monotony are the devil to them. If a thing has always been done one way, that is precisely a reason why it should be done the reverse way now and again. Beware of what Oliver Wendell Holmes calls "the ginger-bread rabbit expression" on the faces of your class. It is a sure sign that you have lost touch with interest. Rather do anything than suffer it to continue; stand on your head, if you like, or else do as a colleague of mine used to do, seat yourself in the class—take a humble place at the bottom—tell off one of the boys to take the lesson, and let them see how many places you can get by fair answering of questions. The first and the great commandment for a teacher is: "Thou shalt be alive." Let your teaching fairly tingle with life. Make your class feel they are under a man, not under a machine.

#### Different Expressions of Feeling.

In enumerating some of the more marked instincts or natural feelings, it is impossible to speak in universals. The sequence according to which they develop is exceedingly diverse, and their expression is, if possible, more diverse still. Darwin wrote a treatise on the expression of the emotions. This gives us what we may call the normal and physiological mode of expression. But consider how different in different persons will be the expression of the same emotion. A party was climbing in the Rocky mountains. It was a heterogeneous sort of party; there were ministers, business men, and professional men. Suddenly they breasted a ridge and the Pacific ocean burst upon their view. It was a great moment. "Hallelujah!" said the Methodist minister; "Glory to God." "Well, I'll be ——!" said the stockbroker. It was the same feeling—the same spirit; there was difference of expression, of ritual—that is all.

[To be continued.]

Where did man first live when he appeared on this planet? An able scientist in the West conjectures that he lived in the region of the north pole, of course a milder climate then prevailing. Fossils of the redwood tree are found there and the bones of the mammoth; some well preserved specimens of the latter have lately been found. The appearance of these covered with hair has been explained by supposing that they grew hair as a defence against the cold that seems finally to have set in. But the cold becoming intense they finally perished. The migration of birds to the north to breed is the inheritance of an instinct to return to the original breeding grounds—in fact to their old homes.



## Class Management and Discipline.

By Joseph S. Taylor, Pd. D., Prin. P. S. 19, Manhattan.

### The Care of School Property.

(Continued from last week.)

#### The Class Library.

(a) HOW TO SECURE BOOKS.—Whether the library of the school is to be administered as a single institution or is to be divided into as many sections as there are classes is a matter for the principal's decision. But in either case the teacher has a certain responsibility. The suggestions here made apply chiefly to the class library, but the remarks on the "Purpose of a library," "How to realize the object," and "Who may use the library," are equally pertinent in the case of a general library.

The books should be supplied by the principal, either out of the special library fund or out of the general supply fund, if this be permissible. Resourceful teachers, however, find means of collecting libraries even where no official assistance is given. Pupils can be induced to loan or contribute books out of their private stock at home. Sometimes a class paper is published (possible only in the higher grades) at a profit, and perhaps well-to-do parents who learn of the ambitions of the class, insist on making a special contribution. At any rate, in nearly all cases where there is a will to gather a library, a way is found to do it.

The teacher must exercise wise caution in accepting contributed books. He must rigidly exclude all trashy stuff, all books whose print is too small, everything of a sectarian character, everything that is in any way morally unfit for children. Some of the finest classics in English will thus have to be rejected. "The Scarlet Letter," for instance, or an un-edited copy of "Gulliver's Travels" would, in my judgment, be improper reading for a child in the grades.

(b) THE CATALOG.—A complete list of the books in the library, with title, author, and catalog number should be accessible to every pupil. If the number of different books is small, children may copy the catalog into their note-books. If this involves too much labor, let a single copy be posted in a convenient place in the room.

(c) WHO MAY USE THE LIBRARY.—Some teachers restrict the privileges of the library to the use of meritorious pupils. This course is not to be commended. "Bad" boys are such sometimes because they have not enough work to keep them busy. The library books in such cases are very useful in furnishing material for the exercise of idle brains. Frequently, too, an indifferent pupil becomes interested in regular school work thru a skilful use of the library. The only children that are properly denied access to the library are those who mark or destroy books. A pupil who loses or fails to return a book when due, should be compelled to replace the same. Failing in this he must be promptly sent to the principal.

(d) THE LIMIT OF TIME.—Two weeks is a reasonable time to allow for the return of a book. Usually the reader should have the privilege of renewal for a week or two longer.

(e) PURPOSE OF THE LIBRARY.—The immediate and primary aim of the school library is the enjoyment of good books. In this respect the reading of library books is to be sharply distinguished from other school reading. Pleasure may be an incidental aim in other reading, but here it is the chief one. Information, which in "supplementary" reading is one of the primary objects, in library reading is incidental. We propose here the literal application of the Herbartian doctrine of interest; namely, that interest is the end of the whole business, and knowledge a means of acquiring it. The object of the library is to give the pupil an appetite for good books. This can only be done by letting him taste the literary dainties that tickle his own palate. There is no use in telling him he ought to read this and that, or he

ought to read with this and that purpose in view. Library reading, to be effective, must be done by the pupil's voluntary effort; and unless he is interested in the books you give him, you have no guarantee that he will read any of them to please you.

For these reasons the selection of books for a class library is an exceedingly difficult task. Publishers issue volumes by the thousand, but, alas, how few of these are suitable for any given grade! If they possess interest, they lack literary merit. If they have this merit they are too difficult. Sometimes the text is suitable, but the pictures offend. Then, again, both these may pass muster, but the type is too small, or the spacing is too narrow, or the paper is too poor, or the binding is objectionable. The Library catalog of Manhattan borough, New York city, contains more than three thousand titles. Yet when one undertakes to select from it books for class reading he is sorely puzzled to find material that is entirely satisfactory from all points of view.

(f) HOW TO REALIZE THE PURPOSE.—Interest in reading being the primary aim of the library, what can the teacher do to stimulate that interest? Providing the right kind of books is, of course, the most effective means; without these the task is well-nigh hopeless. There are a few master minds, like Franklin and Lincoln, who in childhood devour with relish works on divinity, philosophy, and other abstract themes; but the majority of children are not attracted to this class of reading. For them the book must be simple in language and must treat subjects specially adapted to the experiences and fancies of childhood.

The reading may be done either at home or in the class-room. If it is done in school there must be a "reading hour," and enough copies of one book to supply each pupil. It is better to have fifty copies of one good book than one copy each of fifty books. The advantage of having many copies is (1) that the teacher is able to conduct class exercises, and (2) the interest is greatly intensified when all are reading and discussing the same book at once.

Whether the reading be done at home or at school it should be carefully and appreciatively done. Each pupil should give before the class an oral or written account of at least one book during each term. He should be taught to note the name of the author and to find out something of his life and the names of other books he has written. The teacher may, at convenient seasons, read effective passages from works of class authors not found in the school library, and thus the interest is widened and deepened, so that children will, of their own accord, join free libraries and read books of which they have heard from their teachers.



## Education for Citizenship. II.

By CHARLES DEFOREST HOXIE, Author of "Civics for New York State."

Every American voter is an incipient law maker. As he casts his ballot for alderman, for member of the board of supervisors, for member of his state legislature, or for Congressman of the United States, he sets in motion the machinery that makes law. He, himself, may be chosen a member of any of these lawmaking bodies. He should have, therefore, an intelligent conception of what laws may and may not be made, and of what legislative policies are likely to prove wise or unwise under our constitutional form of government. This knowledge he cannot attain without some general understanding of the fundamental principles underlying our national constitution and the constitution of his own state.

Here, as before stated, the average voter is not

expected to attain to a profound or technical scholarship. He should, however, have an acquaintance with the general outlines and underlying spirit of the constitutional law, and some knowledge of the historical developments leading to the adoption of our national and state constitutions. The voter, as an incipient law-maker, ought also to have a pretty good idea in a general way as to whether a proposed piece of legislation is in accordance with the letter and spirit of these constitutions. If not in such accord, and the proposed law be of such moment as to warrant a change in the fundamental law in order to bring it into existence, then the voter should be able to move intelligently to secure such change.

To be more specific, suppose that a number of citizens desire that the telegraph be made a part of the postal system; or to go further, suppose they wish the government to buy up existing telegraph systems and operate them, as the post office is operated, for the benefit of the whole people. The first thing to be considered would be the question: Can the government lawfully assume control of the telegraph under the Constitution of the United States? May any clause of that constitution be construed as forbidding such action? If not, under what section is there authority for a government telegraph? And further, would such proposed action by the government be in harmony with previous legislative action and with the general spirit of our institutions?

Having answered these questions to his own satisfaction in the affirmative, the citizen should then know in a general way the results of government ownership and operation of the telegraph in places where it has already been tried. And in this particular the citizen should know how to get at the original official sources of information, instead of taking his opinions at third or fourth hand from the partisans or opponents of a government telegraph.

In much the same way every well-equipped American voter ought to have a general understanding, in outline, of all the more important pressing economic, political and municipal problems that may be seriously affected by legislative action. He should, for example, have a general understanding of the problems of municipal ownership and operation of water, lighting, and transportation service; of the various problems involved in different methods of taxation; of the problems arising from the great industrial combinations known as "trusts," and the resulting efforts at government prohibition or control; of the problems involved in the issue and control of the currency; of the problem of government regulation of transportation. He should also understand the bearing of the question of improved and extended civil service upon the question of more generally extended municipal and governmental functions, and the secondary problem arising from a possible "permanent office-holding class."

These are some of the questions upon which the average American citizen should have an intelligent opinion, based as far as possible upon facts, that he may by his ballot influence legislation in the best interests of his city, state, and the nation.

(To be continued.)

Congress has voted to admit Oklahoma, Arizona, and New Mexico into the sisterhood of free and independent states. The constitutional convention of New Mexico has been granted power to designate the name by which the new state shall enter into the Union. In the case of Oklahoma the constitutional convention by irrevocable ordinance is asked to express consent to any future act of Congress which shall attach all or any part of the Indian Territory to the state. In other respects the enabling acts differ materially only in reference to the public lands appropriated for educational and public purposes.

## Truancy Problems.

By Supt. WM. D. PARKINSON, of Waltham, Mass.

(Extract from Report.)

A pupil absent from school without the permission of his parents is accounted a truant. The wandering instinct takes possession of most boys and girls at some stage of their development and with a good many the indulgence of this instinct comes into collision with school sessions. The temptation to go to a fire, to follow a circus parade, or to wander in the woods in the warm spring days, instead of going to school, often prevails. In itself this seems a small matter, and indeed it is so if it does not become habitual, but experience has shown that if the habit is indulged it soon leads to serious demoralization. Success in slipping between the control of the home and the control of the school grows into defiance of all control. The best remedy that has been found is to place the persistent truant in a school which combines also a home, so that control is continuous.

Such a school is maintained by the county. It is not a place of penalty, nor is it a place of confinement. There are no fences or barred windows. Nor is it a place where bad boys are sent. Truants, of course, are not the best class of boys, but a truant during his truancy will usually find worse companions than other truants are, and boys of habits and character which make them fit subjects for the reform school are not received.

It is a school in which boys are taught as in other schools. They have manual training, and work upon the farm or in the bakery. They are well fed, have suitable hours for play, sleep in beds as nice and as comfortable as any of them have at home, in rooms as fresh and clean as our own, and far better ventilated. The boys in the school are encouraged to make the best of themselves. One means of training seems to me to be suggestive for our public schools, and I have heard the same expression from others. It is the band of music, made up of about twenty-five of the boys, trained by a director employed for the purpose. This illustrates somewhat the principle upon which the school is conducted.

Boys are not sent to this school unless it seems that their cure is hopeless under the conditions at home. It always comes as a shock to the parents, however, when complaint is entered and the question is raised of sending a boy to the county school. The parents who have been least disturbed at the truancy are often most distressed at the thought of the truant school. Every appeal is urged and every influence brought to bear against commitment or in favor of release. These appeals are often pathetic and resistance to them seems harsh. Yet it is a fair index of the merits of such protests that in the two instances in which they have been yielded to during the past year the parents have subsequently regretted their own action, in one case returning the boy, in the other unable to do so because the boy's wilfulness had turned into channels other than truancy.

Justice to the boys and to the school itself requires that we resist such appeals in most cases. To be successful such a school must retain its pupils long enough to accomplish something with them. To send boys there merely to scare them or their parents into conformity with their duty would be to pervert the school into a mere lockup. Pupils should not be sent there until they need the training given there, and then they should not be withdrawn until they have had the benefit of that training. We are making progress in the matter. People are coming to understand it better, and the school attendance law is being more effectively enforced than ever before. The most difficult problem of enforcement at present is in the case where absence is due not to truancy but to shiftlessness of parents. A fine of twenty dollars, which is the utmost penalty in such a case, has no terrors to a parent whose very shiftlessness protects him, from the payment of any fine.



## Francis W. Parker—The Reformer.

By DR. GEO. P. BROWN, Editor of *School and Home Education*.

Francis W. Parker was a prophet. His was not a new voice, but it was stronger and more courageous than others. He attacked with sledge hammer blows what he held to be the educational idols of his time. The mechanism of systems and courses of study which prescribed the same series of lessons for all pupils without regard to race, color, or previous conditions of servitude, had so riveted the teacher's eye to the things to be taught that the child himself was hardly within the field of vision. He declared, in thunder tones, that it is the child that is to be taught and not the text-books. He would burn the grammar, the spelling book, and the rest because they stood between the teacher and the child. Children are both alike and different. Their differences are as numerous as their likenesses. Their likenesses make them a community, their differences make them individuals. To ignore their individuality is an educational sin. Only a part of the nature and powers of each one is then addressed. They are thereby made slaves to their environment. The schools should banish the procrustean bed and give teachers and children freedom to grow as their natures prompt. Only by doing this can the mission of the school be realized.

Something like the above would seem to have been in the mind of Colonel Parker as a conviction that stirred his feelings to their profoundest depths. He saw, in his imagination, an ideal school thru which the children and eventually society would be redeemed. What was needed was a change of attitude by which the child should be made the central object of study and the branches of learning should be incidental helps in supplying an environment that should be favorable to the child's natural evolution.

This minimizing, almost to the point of abolition, of organization and system in school teaching, seemed to welcome confusion and chaos. This appeared to be true to those, especially, who had studied for years school administration and the adaptation of instruction to the requirements of gradation and a very crude notion of psychology.

When Colonel Parker became superintendent in Quincy, Mass., reverence for the machinery of school teaching possessed the land in all but a few favored places. But there was a prevailing feeling of unrest among the better teachers and the more thoughtful parents. And what wonder when the successful drill-master who could make the wheels go round with the least friction was most certain of employment. It was the period of the one universal program for all schools of the same grade. The superintendent often looked with pride upon his ability to tell what was going on at any hour in every school in his system. The writer remembers that in the city of Indianapolis a very able woman who was the principal supervisor of primary education called together weekly the teachers of each grade and went over with them the lessons they were to teach the children. The teachers often sought to reproduce not only her ideas but her language.

When Colonel Parker's voice was heard in this wilderness the teachers of the children responded with more unanimity and enthusiasm than did the administrators of the systems. His public addresses advocated a revolution so radical, and yet so vague in its process and so indefinite in its results that those who were responsible to the public for orderly procedure in the schools saw in him only a preacher of educational anarchy. His oft-repeated injunction was, "Know the truth and the truth shall make you free." But a definite statement of the truth and by what process freedom was to result, this prophet was, at that time, unable to make. The accompanying injunction to burn the text-books and give to the teachers freedom to follow their own impulses seemed to the administrators of the schools a dangerous doctrine, at least until the time had arrived when

teachers and administrators and even the prophets themselves knew the truth sufficiently well to find freedom in it.

These first chapters in the history of modern educational reform need to be recalled in order to be able to judge with even-handed justice the conflict that for some years was carried on between Colonel Parker, the reformer, and the conservative school superintendents. Many superintendents had already begun to study how to take the next step in the evolution of school instruction before Colonel Parker began his campaign. They saw both the bad and the good in the schools. The tares had grown with the wheat, but the problem of burning the tares without destroying the wheat they were not yet able to solve. It seemed as if Colonel Parker would burn both and begin anew to plant the field. It was the old question whether evolution or revolution was the remedy. Our educational history that has been so rapidly making during the last thirty years, and which does not yet declare what it shall be, will some time confer equal honor upon the reformers burning with a holy zeal for the regeneration of the world thru a better education of the children, and the conservatives who saw in our school system a stage in the natural evolution of society which must give place to the next stage, after the manner in which the period of organization had followed the period of chaos that preceded it.

The prophet is the impassioned advocate of better ideals, who prepares the way for the priest, who in turn seeks to realize so many of these ideals as are attainable by engrafting them upon the sound and healthy stock that has stood four square to every wind of doctrine thru the ages.

Colonel Parker was enabled to do his great work by his power to command the attention of the public. His theme, his earnestness, his unique oratorical powers, and especially the time, in which a subconscious conviction prevailed that the schools were not meeting expectations, all conspired to this end. Fortunately, too, he was of the metal that opposition could not daunt. The sharper and more unreasonable his critics, the sharper and more unreasonable were his attacks upon what he called their idols. The public loves a good fighter, who is at the same time a "good fellow." He talked face to face with the people, and impressed upon their minds the need of a change to better things in the education of the children. This was a great service to genuine reform, as well as a temporary one to charlatanism.

The service of Colonel Parker is not less to education in that he advocated nothing new. It was the greater for this reason. Had he been the apostle of a new educational doctrine he would have worked infinite harm. His attacks were leveled against the evils and some of the mixed good of the prevailing practice. Had he been able to set forth the good and the evil in their true perspective, he would have failed to awaken conviction of the supreme need of reform. It was by painting the defects blacker than was their due that he spurred his audiences to action.

As time went on a change came alike upon the apostle of the truer education and his opponents. As they came to understand one another better the criticisms on both sides were softened, and the search for common ground began. Many of his former opposers became his staunchest friends, and his worst enemies were found among the politicians and the doctrinaires. He was a John the Baptist but not a Paul of Tarsus. He could not lead in the organization of forces by which the ends he sought were to be attained. He could inspire and when a capable soul became associated with him in his work there was soon developed the power of self-guidance. This sometimes led to friction and separation and sometimes to closer union. The fittest for the school thus survived.

(Continued on page 602.)



# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 24, 1902.

This is the time of examinations in schooldom. With its advent has returned the ever-new question of admission to high school or college with or without examination. Fierce battles are being fought in many teachers' meetings to settle the matter. The division of factions is about the same as in former years, and each side is just as right as before. The trouble with the issue is that more fundamental problems have not been satisfactorily settled as yet. It is useless to debate the method as long as the purpose is not understood.

The first problem to be attacked is how the interdependent curricula of elementary schools, high schools, and colleges can be most closely adapted to the educational needs of the pupils for whom they are intended. As long as purely scholastic or rather encyclopædic acquirements are the determining factors in the promotion of pupils from grade to grade and from school to school, the debate over the examination question will go on without arriving at any intelligent result. Intellectual power, capacity for work, and seriousness of purpose must be considered of more importance than the possession of transmitted facts and information before promotion can be viewed from the standpoint of justice. In short, the educational mission of the elementary school, of the high school, and of the college must be established before any headway can be made. And more—the representatives of each of the three institutions must be acquainted with the aims and purposes of both the others, and must seek to harmonize the conditions of admission and graduation in an unselfish manner, considering only the highest interests of the pupils in the light of the best educational researches.

There is no longer any doubt about the character of the act committed by the Republicans of Cook county in turning out of office County Supt. Orville T. Bright. It was a flagrant violation of the laws of justice and decency, revealing a deplorably low conception of the purpose of the common school system. THE SCHOOL JOURNAL would feel greatly disappointed if the teachers of Chicago should let this opportunity go by without arousing the people to a realization of the fact that a great wrong has been done, that the principles that should underlie the administration of public education have been overturned.

Every time the politician is permitted to lay his hands on a teacher who refuses to yield to propositions demanding a sacrifice of the good of the school to low personal ends, the positions of all other teachers are endangered. There are localities in this country where the teachers do not dare to raise even a feeble protest against the high-handed outrages committed by the small-fry politicians—to the big political leaders, school patronage appears too petty, and some of them have enough conscience to regard the infusion of selfish politics in the schools as wrong. In the West, the subversion of school interests to personal and party expedients, and the degradation of the teacher to vassals of small-souled demagogues who happen to have "influence," are especially frequent. Deliverance from the burden of shame that unscrupulous politicians have imposed upon local school systems will never be thoroughly effected until the plain people know enough about the purposes of the common school to resent attacks upon them as promptly as they now do the slightest interference in their church affairs and personal habits. The time must come when the average citizen is just as deeply interested in questions of public school adminis-

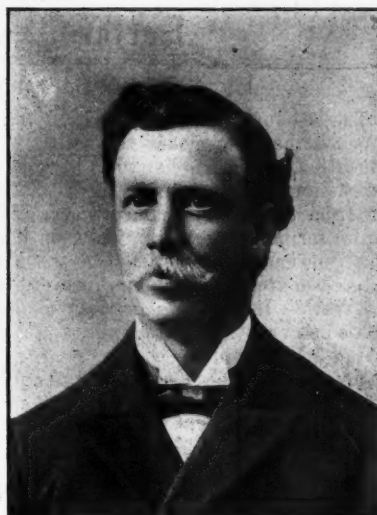
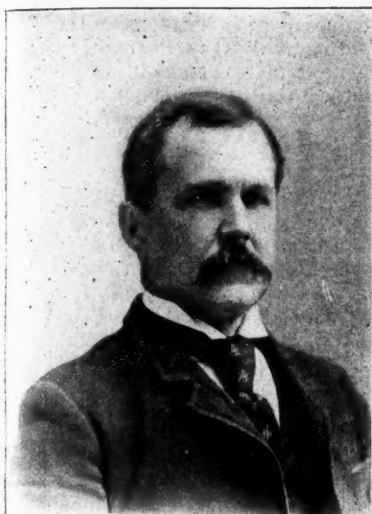
tration as he now shows himself to be when the question comes up whether beer is to be sold on Sunday or not.

Mr. Bright has been one of the most conscientious and ablest of American county superintendents. The teachers of Cook county have learned to respect and love him, and have shown themselves to be in hearty sympathy with his endeavors to develop and uplift and extend the benefits of the common schools. Almost every building under his wise administration bears even in its outward appearance pleasing evidences of his labors and influence. And to think that his reward for the devotion of a life to the schools should be sacrificed upon the altar of demagogic selfishness. It makes one's heart sick. Some parts of the country are indeed sadly in need of a revival that will stir the educational conscience of the people.

Tarbell out, Wolfe out, Bright out; *Providence, Rhode Island; Kansas City, Kansas; Cook County Illinois!* Will the Republican organizations in these cities and states here named let their records retain these evidences of wanton injection of partisanship in public education, without a word of protest? Shall the young men who are now entering the ranks of citizenship interpret these acts as evidences of party policy? The Republican party in its platforms in state and national conventions has always declared emphatically that the sacred trust of public education should be kept inviolate and free from partisan encroachments, be they what they may. Is the young voter to conclude that the platforms of the party represent merely traps for gullible voters?

The period for closing exercises is rapidly approaching, and we confess to a hearty sympathy with these occasions. For our part we are pleased whenever we hear "Sink or swim, survive or perish, I am for the Declaration," or "You know too well the story of our thralldom; we are slaves, base, ignoble slaves," or "The morn is up again, the dewy morn." There is a perennial freshness to these selections for the school stage. It does not make any difference that the boy who is to be a plumber recites at the end of his school period, "To be or not to be, that is the question." Some prate of "the fitness of things," and would select something relating to his future employment. Nonsense! the only question is as to what is fitting to the occasion. His father and mother will be there and they will be delighted to see him waving his hands aloft; so will his schoolmates. This is reason enough.

What a superintendent can do in stimulating professional enthusiasm and study among his teachers has been illustrated by Supt. Geo. W. Twitmyer of Wilmington, Delaware. In the year now approaching its close, monthly meetings have been held devoted to discussion of fundamental problems in education, every participant coming prepared by thoro study. The guidelines indicated by the superintendent have been of great help to the teachers desirous of progress in professional study. History of education has been decided upon as a major course in next year's work, by a vote of the principals. When teachers voluntarily choose a course of this kind, one may be sure that they are in earnest. The history of education has no attractions for those who are only after surface knowledge in pedagogy. It is the same in music; those who hasten to get enough of the mechanics of piano playing to play hymns and rag-time on the call, see no use in the study of the historical development of music except for people of leisure who like that sort of thing. The pedagogic rag-time players in teachers' meetings offer no encouragement to serious study, such as will reveal the necessity of an historical insight into the evolution of education as a science and an art.



### Well-known State Normal School Principals of New England.

Walter P. Beckwith,  
Principal State Normal School, Salem, Mass.

W. C. Boyden,  
Principal Boston Normal School, Boston, Mass.

John G. Thompson,  
State Normal School, Fitchburg, Mass.

Two prominent principals of our metropolitan schools met the other day, and the question of attending the National Association was discussed for a moment. One remarked, "I don't see but what matters are settled at last; no further talk is needed." To this the other assented. Of course this did not require much time, and the conclusion being reached that it would be a waste of time to go to Minneapolis, the only thing to be done was to fix on some nice plan to while away the months of July and August. These educational meetings, what do they amount to any way? These discussions of Courses of Study, Additions to the Course, &c., &c., what good do they do? Does not the superintendent fix upon what is to be taught and the duty of each teacher is to teach that and leave all discussion severely alone.

State Supt. Walter E. Ranger of Vermont is issuing a number of noteworthy monographs. Especially valuable are the nature study circulars, a pamphlet on school sanitation, and a tastefully bound volume of "Pre-Memorial Day Exercises."

The commercial education department of the New York State Teachers' Association is actively promoting the ends for which it was organized. The committee on "business questionnaire," with Dr. Edward W. Stitt at its head, has issued a list of very practical questions addressed to business men, in order to obtain the views of those employing young people who have had either a grammar school or a high school education. As the questions may suggest lines of investigation to teachers elsewhere who are interested in the results the commercial world expects of the public schools, THE SCHOOL JOURNAL will print the list next week or the week following.

The Pedagogical Club of Allegheny, Pa., is doing excellent work in promoting the professional advancement of principals and teachers in the public and private schools of the county. It was organized only last fall, and has now about sixty members. The first year's

work has been entirely given to the systematic study of educational principles. The officers are Prin. Henry C. Pearson, of the Allegheny preparatory school, president; Prin. Edward Ryneerson, of the Pittsburg high school, vice-president; Miss Mamie Mackrell, principal of the Moorhead public school, Pittsburg, secretary.

### To Encourage Science Research.

The association for promoting scientific research by women has offered a prize of \$1,000 for the best thesis written by a woman on the new observations and conclusions based upon independent laboratory research in biological, chemical, or physical science. Another prize of \$1,000 is also open to women, and is to be awarded for the most meritorious thesis on any scientific subject that will be presented before December 31. Miss Ellen H. Richards, of the Massachusetts Institute of Technology, Boston, is chairman of the prize committee. All desiring to enter either competition should submit papers to Miss Richards.

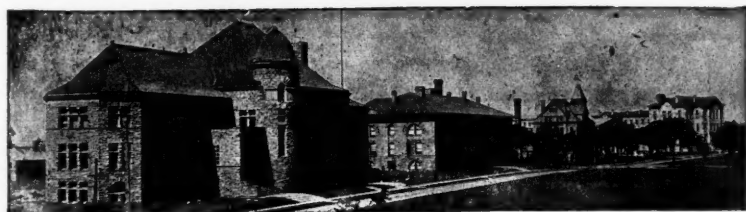
### Scene in an Old Country School.

AN A, B, C LESSON: (A FRAGMENT).

A little maid the master calls up to his knee;  
As sweet and fair as a rose of May is she;  
She lisps and stammers o'er her alphabet;  
And A, B, C's as far as she can get.  
The master's finger slowly points to D;  
She looks into his face and whispers E;  
That look the rage of ravenous beasts would charm,  
Protects the maid from danger and from harm.  
Softly about her waist his arm he twines,  
And with her says the letters down the lines;  
Helps her with tender care each one to find;  
This done, dismisses her with accent kind.  
The little maid, her troubles now all o'er,  
With pat'ring feet trips light across the floor;  
And perching there upon a lofty seat,  
Far from the floor she swings her little feet.  
Ah! He who blessed them with caressing touch  
Said well, the realm of heav'n is filled with such.

New York City.

—MELVIN HIX.



Buildings of the University of Minnesota



University of Minnesota Armory.



## Letters.

### The Artistic in Education.

The use of the word "artistic" will cause many to suppose that it is meant to justify the value of art in education, but this is not what is proposed. Art is the expression of a man's joy in his work; you cannot get joy from doing a mechanical work. There must be a desire for harmony, peace, and even holiness. The end of living must be to be like God; the words of the old catechism are "to enjoy him forever," and they contain the truth. In creating the world God enjoyed himself; he was an artist. In teaching, the teacher must follow in the footsteps of God.

This is not a plea for enjoying educational work, but that the teacher should be an artist, and produce a work that when he looks at it he shall be able to say, "It is good." To look at a child as capable simply of committing certain names or numbers to memory is to put aside the art idea. There must be an ideal formed of what a human being might be; not of a man at twenty-five or thirty-five years of age, but of a child at successive years. If the teacher deals with a pupil six years of age he must aim to realize the mental, moral, and esthetic possibilities of a child of six years.

The two difficulties are that when a pupil of six years is committed to the teacher a course of study is also committed; and, further, the teacher feels competent for no other work but drilling the memory; this last is the greater obstacle. She cannot feel as the years go by that her work is "good," as the Creator felt when he had made the world. Education is the expression of a man's joy in his efforts at the development of a child; so that there is much that is artistic in it. Education is an attempt to make humanity beautiful.

Trenton.

JOHN MORRIS.

### Private Schools.

There are many reasons why people prefer a private school to a public one. I was employed in one of the latter for several years, and then sought a situation in the former kind. The principal was an accomplished man and watched me for several days; often he would say, "Try to forget that you are in a public school; the only fault I find is that you have acquired mechanical ways; try for naturalness." I think it took me several months to get rid of the feeling that some one was coming in to question the pupils.

Not far from me is a large and fine public school building, and I am acquainted with some of the teachers. They ask me why parents will pay \$300 a year to have their children in a private school when they could send them free to the public school? They look at our course of study and find it is essentially like theirs, and are puzzled over the situation. The best answer I can give them and not offend is that parents say they have tried the public school and are willing to pay the sum we ask.

A friend of mine taught for many years successfully in a private school and then went into a public school. He told me that the principal kept at him for a year, saying, "That won't do; we don't want private school ways; never mind whether they like it, drill, drill, drill." My friend received a good salary, but finally resigned and is now in a private school again.

## THE SCHOOL JOURNAL

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(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, *THE PRIMARY SCHOOL*, *EDUCATIONAL FOUNDATIONS*, monthlies at a year; *ONE THOUSAND CURRENT EVENTS*, semi-monthly, 50 cents a year. Also a large list of Books and Aids for teachers, of which circulars and catalogs are sent free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York, 264 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. *THE SCHOOL JOURNAL* is Entered at the New York Post Office as second-class matter

The value of a study of pedagogy is apparent to the private school teacher; in fact it is the solid rock on which he builds. The articles in *THE JOURNAL* are all read here and highly valued.

W. M. G.

Brooklyn.

### Doing Things Right.

Too many young people leave the school-room every year, says the *Educational Exchange* for May, who have never learned the difference between "doing things" and "doing things right." It is the power to grasp this distinction that makes the wide difference between success and failure. Inability to spell correctly, to capitalize or punctuate properly, and to comply with the simplest requirements of good grammar, are passed over as complacently as if they were commonplace and trivial. A typewriter prides himself upon his speed, and boasts of his ability to write ninety or one hundred words a minute, but is not at all abashed when shown his misspelled words and grammatical errors. The manual skill is more important to him than the mental; his test of power is speed rather than accuracy. Many will guess at the spelling of doubtful words rather than take time to consult a dictionary. The esthetic and moral sense seems, in many instances, to have been blinded to the importance of accurate work. The student should develop a critical conscience that will impel him to "take pains." The easy consciences of teachers and pupils are responsible for much of the slipshod work that is being done both in and out of school. The want of neatness and accuracy indicates a moral weakness which develops later into constitutional shiftlessness and dishonest work. Doing things rapidly will never compensate for doing things improperly. Accuracy first, rapidity afterwards should be the rule. Shiftlessness in the school-room is a moral disease that often requires heroic treatment to effect a cure.

### World's Fair Notes.

Preparations for the coming world's fair at St. Louis are going steadily forward. Literature descriptive of the exhibits is being liberally circulated, and the result has been prompt inquiry from every direction. Floor plans and elevations are in the hands of the exhibit department so that the allotment of space may soon begin. The director of works has under consideration the reservation of a large area of land for barracks and parade grounds for the different military organizations which are expected to be in St. Louis during the exposition.

The officers in St. Louis are comfortably installed in permanent buildings on the exposition grounds. The buildings cost \$740,000 and were the property of Washington university. It became necessary for the World's Fair to acquire the entire grounds of the university, which covered 110 acres, and an arrangement was made with the university officials for the use of the buildings recently completed.

### Francis W. Parker—The Reformer.

(Continued from page 599.)

Colonel Parker's immortal contribution to education will be found to be in the emphasis he has been enabled to give to the need of the change of attitude required of the teacher, who is exhorted to put himself in the child's place and then use text-books, nature, and all other appropriate environment to *teach the child*. He is commanded not to ignore the interests and natural growth of the child in his anxious desire to fit the child to a prescribed course of study. The schools are now ready for this next step. A few of them have taken it successfully. Colonel Parker has helped mightily to make this reform universal.

## The Educational Outlook.

Among recent contributions to the advancement of educational progress in the South are the following:

\$6,000 to Spelman seminary in Atlanta; \$4,000 to a seminary in Greensboro, N. C.; \$6,000 to a Winnie Davis Hall; and fifty scholarships worth \$50 each to the University of Georgia. The Southern Education board announces its intention to foster primarily the manual and industrial training of teachers for public schools.

**WEST CHESTER, PA.**—Addison L. Jones has been re-elected superintendent at an increased salary. The State normal school has also expressed its appreciation of the faithfulness and earnestness of his work in a substantial form.

**FORT WORTH, TEXAS.**—Mr. Alexander Hogg has been returned to the superintendency by election, succeeding Supt. M. G. Bates. Mr. W. D. Williams will be principal of the high school.

**PLAINFIELD, N. J.**—An exhibit of pupils' work arranged under the direction of Supt. H. M. Maxson was held last week in the various public schools. The exhibit was the first of its kind for several years and the citizens manifested considerable interest.

**NEWARK, N. J.**—A meeting in the interest of the Teachers' Retirement fund of this state was held Friday evening, May 23. Charles E. Hill, president of the Newark board of education, presided. Several prominent speakers participated in the evening's discussions.

A unique feature of Newark's unique "German Day" was a parade of the pupils in attendance in the "German-English" schools of the city, which was reviewed by Governor Murphy.

**RIVERHEAD, L. I.**—A spirited spring meeting of the First Commissioner District Teachers' Association, of Suffolk county, was held, May 10, in the high school building of this place. Two of the addresses related to mathematical subjects and were delivered by Principals R. T. Le Valley and H. E. Grant. Miss L. Henry read a paper on language, and other addresses were as follows: "Essentials of Discipline," by Prin. R. Conklin; "A Trip Across the United States," Lawyer George Stackpole; "Incidental Work of the Teacher," by De Forest Wells; "Practical Nature Work in Rural Schools," by James L. Kelly; "Ink, Crayon, and Color in Drawing," Miss Barrows; "Observations on the Schools of the South and West," Prin. F. J. Squires; "A Plea for Thoroughness," Commissioner C. H. Howell. The large body of teachers heartily endorsed the re-election of the commissioner.

**EXETER, N. H.**—Mr. Perley Gardner, the nephew of the donor, and on her behalf, has presented to the town the favorite painting of Mrs. Elizabeth Gardner Bougereau, of Paris, to be hung in the hall of the Robinson seminary. The painting is entitled "Across the Brook," and the beauty of the peasant children and the tenderness and anxiety of the boy and girl over the young charge are entrancing. The painting is now on exhibition in Liverpool. Mrs. Bougereau is a native of Exeter, a member of the old Gardner family, a graduate of Lasell seminary, Auburndale, Mass., and she has won world wide fame mainly by her child faces. She has been awarded the highest medals of honor. This painting will be a notable addition to the large collection of works of art already belonging to Robinson seminary.

**CAPE MAY, N. J.**—The corner-stone of the new dormitory of the Baron de Hirsch Agricultural school at the Woodbine Jew-

ish colony, was laid May 18, in the presence of about 2,000 people. Meyer S. Isaacs, of New York, president of the Baron de Hirsch fund in America, and Judge Mayer Sultzberger, of Philadelphia, took part in the exercises. During the past twelve years this colony has literally made the desert to blossom as a rose; a wild country, covered with underbrush, has been turned into a town of about 1,500 inhabitants.

**FISHKILL LANDING, N. Y.**—Mrs. Sarah Cornelia Murphy, wife of Prof. John G. Murphy, died May 7, at the age of eighty. She was a great niece of Robert Livingston who administered the oath to Washington when he became president.

**BOSTON, MASS.**—A mass meeting of the alumni of Andover Theological seminary, held here May 19, declared itself opposed to the removal of the school. A committee was appointed to co-operate with the trustees to find ways of promoting the prosperity and growth of the institution.

### Publications of the University of the State of New York.

Few persons, perhaps, are acquainted with the extensive work carried on by the Smithsonian Institution, at Washington, in the distribution of scientific and educational literature among the civilized nations. Still fewer are informed of the extent to which the University of the State of New York avails itself of this agency for the circulation of its publications. One of the duties of the Smithsonian Institution, under the bequest of its founder, is to distribute without charge such published works as tend to aid the "diffusion of knowledge among men."

The published matter of the university embraces, in addition to strictly official documents, the proceedings of several educational bodies, including the university convocation, and a large number of scientific and historical writings. These are liberally represented in the valuable literature sent out from the great distributing center at Washington.

The university gives these publications in accordance with a system of careful selection and exact exchange. Once a year it sends its publications, filling many large boxes, weighing in the aggregate about 6,000 pounds, to the Smithsonian, from which they are distributed to the 380 institutions on the university's list, receiving thru the same medium the various documents which those institutions bring out. In addition to the 400 packages distributed annually in this way, from twenty to thirty a year are sent thru foreign consuls stationed in the United States and by mail. The exchange list of the university embraces about 5,000 institutions thruout the civilized world, including colleges, universities, national academies, schools of art, professional schools, learned societies, libraries, museums, observatories, geological and trigonometrical surveys and governmental departments, educational, scientific, statistical, agricultural, economic, and commercial. On this list one will find the Congo Free State with its center at Brussels, the Royal Agricultural and Commercial Society of British Guiana, Elphinstone college, at Bombay, India, the Chi-shi-tsu-kio-ku, at Tokio, Japan, the Australian Museum at Sydney, the New Zealand Department of Agriculture, etc., besides numerous learned bodies and leading teaching institutions of Europe, and the great repositories of science and letters.

By means of this system for the interchange of publications the state library is continually enriched with contemporary scientific matter illustrating the progress of research in every part of the globe, and the productions thus received possess permanent value.

### Western Pennsylvania Elections.

Tuesday, May 6, was the day on which, according to the laws of Pennsylvania, the directors of the counties, cities, and larger boroughs met in triennial convention to choose superintendents for the term beginning June 1. Public opinion had it that the contests in Allegheny and Washington counties, and the city of McKeesport would be notable.

In Allegheny county Supt. Samuel Hamilton was opposed by Principals Irvine, of Etna, and Baker, of Crafton. The canvass had been keen and active up to the time of Superintendent Hamilton's accident, but from that time until within a few days of the election, interest had abated. Superintendent Hamilton had so far recovered as to be able to attend the convention. The rounds of applause that greeted his appearance foretold the overwhelming vote he was soon to receive. Of nearly four hundred directors present, the opposition could get the votes of but fifty-eight.

Superintendent Hall, of Washington county, was a candidate for re-election to a third term, all political opposition and precedent to the contrary notwithstanding. W. L. Moore, of Burgettstown academy, was believed to have the strongest political backing. Prin. J. A. Snodgrass, of Charleroi, the third candidate, is a clean, conscientious school man of excellent ability, and the schools of Charleroi rank high. But Pennsylvania has few county superintendents who can do as much for the large number of schools under their care, and inspire as much enthusiasm in their teachers as Supt. Frank R. Hall. His administration has been as progressive as is consistent with permanent advancement, and the directors of Washington county displayed their confidence in him by giving him a majority of all votes cast on the first ballot. Washington county has elevated the office of county superintendent and insured an administration of it that will show no taint of political influence.

Supt. Samuel Andrews, of Pittsburg, and Supt. John Morrow, of Allegheny, were re-elected without opposition.

In McKeesport Dr. J. B. Richey, of New Brighton, defeated H. F. Brooks, the present incumbent, by almost a two-thirds vote. The people of New Brighton are bringing strong pressure to bear upon Dr. Richey to remain with them, but public sentiment is urging equally strongly that he accept the McKeesport position. It is not known yet which position Dr. Richey will accept but it is thought that he will go to McKeesport.

### University Life Abroad.

**NEWBURGH, N. Y.**—The meeting of the Schoolmasters' Council of the Highlands opened with a banquet at the Palatine hotel, Newburgh, May 9 and 10, after which Professor William H. Mace, of Syracuse university, gave a very enjoyable address on "Student Life in English and German Universities." By contrast of the distinctive ideal he brought out that the English university aims to make a man; the German a scholar. The English course is practical. The student is fitted to lead his nation and add to its greatness; he is at all times reminded of the duties for which he is fitted. His restrictions are many and rigorous, he is fast bound in the narrow circle where he finds himself. If he live in the college dormitories he must retire and rise at a certain hour, eat in the same room with his instructors, wear his cap and gown on nearly all occasions, and live under various other restrictions. The college gates are closed at ten at night and the student cannot leave nor enter after that hour. If he board outside his liberty is similarly curtailed. The landlord must sign a contract to take only col-



lege students to board, without permission of the college officials, and he must bind himself to securely lock all doors and windows on the ground floor at 10 P. M., and report all the actions of the boarders once a week to the college authorities. The English institution thus becomes a large family where the boys are looked after with as much care as in the private schools of the United States.

In Germany the college life is quite different. Each student pays his fees, goes to lectures or not as he pleases, travels from one university to another, and seldom makes himself known to the professors until a short time before he is ready to take his examinations for a degree. The professors are, consequently, not often brought into contact with the students except in the class rooms. They deliver their lectures and then hurry away to their research work.

As the students have no baseball or football teams or other athletic sports to bind them together, they join fraternities whose chief aims seem to be to hold a celebration in honor of some professor or important university events or fighting their absurd duck, whose object is to get more scars than you give.

An important fact brought out by Professor Mace is that in the United States the small college has taken the best elements of the English idea and the university is adopting many principles of the German. A number of prominent educators addressed the meeting on brief topics.

One other talk at the meeting was that by Prin. Guy H. Baskerville, of Goshen, on "Culture Work in the Public High School." It stimulated an animated discussion.

### A Live Superintendents' Meeting.

LANSING, MICH.—At the meeting of the Michigan Association of School Superintendents held in this city May 8, Mr. Frank H. Wood, of the New York state department of public instruction, explained the normal training class system as run in his state. He said that classes of this kind have been a strong factor in professional training. The state superintendent selects one high school out of each of the 103 commissioner districts of the state, to organize and maintain a training class of not less than ten and not more than twenty-five persons of recognized academic proficiency. The course covers two years and has resulted in greatly reducing the number of third grade teachers from (6,000 to 1,000). It is hoped that in a short time no untrained teacher will be found in the rural districts of New York.

Superintendent Slauson, of Ann Arbor, described an experiment in manual training in the schools of his city. He emphasized that one result was that manual training had certainly strengthened and refined the other work in his schools. The community is decidedly in favor of the work. There are nearly 400 students in sewing and cooking and 641 in shop work.

Supervisor Geo. S. Waite, of Grand Rapids, showed how inexpensive the introduction of manual training may be when rightly managed. In his city the cost of material for each pupil was only about nine cents last year.

Dr. W. H. Payne, of the University of Michigan, in a strong address on "Professional Training of Teachers" recommended the study of educational classics as a source of inspiration and broadening. The study strengthens the teacher's mentality as no other reading does; it counteracts the pernicious habit of skimming which desultory reading produces. Dr. Payne mentioned several educational classics which he considers of exceptional value for this professional reading and study.

"New Departures Within the Last Year" was a topic which brought out

many helpful suggestions. The Batavia plan of two teachers to one room which was so fully described in THE SCHOOL JOURNAL, was favorably reported upon by those who tried it in their schools.

The questions, "Should Superintendency be Made More Stable? How Can it be Done?" aroused considerable interest. Supt. J. D. Schiller said that a superintendent should not be a literary tramp. He should be a power in one community; should own a home; bring up his family there; and be identified with the best interests of the town. He should be every inch a man, possessing all the qualities of diplomacy, discretion, good judgment; he

should be positive and have the respect of every teacher.

Other speakers brought out the points that superintendents should prove their worth and not be restless; that they should be employed for a period longer than one year; that the spirit of unrest is the undoing of many superintendents who should have it understood when they enter a town that they have gone there to become one of its citizens, to make the place their residence for a long time. The following officers were elected for the ensuing year: President, Supt. J. D. Schiller; vice-president, Supt. C. I. Collins; secretary and treasurer, Supt. C. E. Holmes.

### In and Around New York City.

A dinner was given at the Liederkrantz Club on Saturday evening, May 17, in honor of James Godwin, whose recent retirement from the board of superintendents was announced in THE SCHOOL JOURNAL at the time. About 250 persons were present to pay their respects to the veteran teacher. Nearly all of them had been intimately connected with him for many years. Prin. W. C. Hess, of public school 30, presided. The addresses of the evening were given and the guest of honor was presented with a gold watch, chain and charm, and a large number of books. Mr. Godwin was deeply moved by the expressions of esteem and friendship. With him goes a period of history in which the present system of public schools was developed.

At a recent meeting of the board of superintendents, Ex Senator Charles L. Guy, a member of the board of education, made a strong argument in favor of the appointment of women superintendents. He said that, inasmuch as women are recognized in other high professional positions, justice to them demanded their recognition in high educational positions. There is a manifest injustice in overlooking their claims since women, many of exceptional ability, compose nine-tenths of the teaching corps.

There will be an exhibition of the equipment and work of the Teachers college and the Horace Mann schools on Monday evening, May 26, from 8 until 11 o'clock; also on May 27, 28, 29 from 10 until 5 o'clock. Teachers in and near New York will find a visit to the school very profitable indeed.

The following principals and teachers are to be retired from September 8, 1902, on their own application:

Manhattan-Bronx: Elizabeth A. Pope, principal, P. S. 3; Rosana M. Gillen, P. S. 33; J. A. Hind, P. S. 26; Emma Hirst, P. S. 124; Maria Gillin, P. S. 36; and Clara Waterman, P. S. 64.

Brooklyn: Marcea B. Williamson, P. S. 26; Margaret E. Begley, P. S. 118; Susan A. Damon, P. S. 6; Carrie A. Hill, P. S. 23; Avis Jones, P. S. 19; 36; and Charlotte F. Sheville, principal, P. S. 100.

Richmond: Sadie A. Stillman, P. S. 23, Bronx.

Mrs. Caroline B. W. Martin, principal of P. S. 17, Manhattan, has also been retired.

The importance of effecting organization by school districts among the members of the New York City Teachers' Association was emphasized in the monthly meeting of this body, May 20, by the president, Magnus Gross. He recommended appointing district chairmen whose duty would be to report promptly on conditions in their districts. Such a plan would bring the teachers and citizens into closer contact.

A strong legal point was scored at this meeting when the question of whether principals could be transferred beyond borough boundaries without consent was determined. The counsel gave the opinion that there is no doubt whatever of the su-

perintendent's power with the approval of the board to transfer a principal from one borough to another without his consent, and it would be absolutely futile for any principal to seek to contest such power. The report on the teachers' concert was given and it was shown that considerable interest had been aroused in the project. It was decided not to repeat the concert as had been proposed.

A May party composed of 10,000 children is unprecedented, but that is what a New York gentleman arranged and carried out, May 17, in Central Park. The children were gathered from his district and they were accompanied by five bands of music and drum and life corps. There were twenty-six May poles with the usual kings and queens.

Miss Julia Richman, principal of public school No. 77, announces that a fund has been given to her by a member of the board of education for the purpose of supplying eyeglasses to school children who cannot afford to buy them and yet whose eyes demand such protection. The fund intrusted to Miss Richman is greater than that needed in her own school and she has signified in a letter to a city paper her willingness to make other schools sharers in the gift.

Seven special scholarships have been established in Teachers college thru Valentine Everit Macy, George Foster Peabody, and John Crosby Brown, for the assistance of Southern teachers. The annual value of these scholarships is \$300, and no distinction of race or sex will be considered in making the awards. Any teacher in the Southern states may become a candidate by filing proper credentials. It is desirable that appointees should be graduates of a college or a normal school who have been successful in teaching and who give promise of becoming able principals, superintendents, or specialists.

The following are the officers of the New York City Teachers' Association: President, Magnus Gross; vice-president, Annie E. Bigelow; secretary, Henrietta Woodman; treasurer, Sarah F. Burkelin; librarian, James J. Sheppard. For trustees: William L. Ettinger, Joseph A. Trippi, Cecil A. Kidd, John T. Nicholson, and Annie E. Boyne.

Mr. Zick, of Clinton high school, addressed a meeting of the New York Association of High School Teachers of German in the School of Pedagogy, May 17, on "German Instruction" in the third and fourth years of the high school. A discussion followed the paper and the consensus of opinion was that for the last two years of the high school there is little place for formal grammar or for the history of German literature, the time being demanded for the appreciative study of masterpieces. The following officers were elected: Robt. Metzger, of Newark, president; Miss Seidensticker, of Wadleigh high school, vice-president; Mr. Kutner, of Clinton high school, secretary; Miss Kitchel, of Eastern District high school, treasurer.

The New York Association of Biology Teachers held its regular meeting at Erasmus Hall high school, May 16. Among the speakers were Prof. F. E. Lloyd, and Dr. M. A. Bigelow, of Teachers college; J. E. Peabody, of the Morris high school; Dr. A. J. Grutt, of the Boys' high school, Brooklyn, and Dr. H. A. Kelly, of the Ethical Culture school.

School No. 18, whose principal is Dr. Burtis C. Magie has received from former Superintendent James Godwin a cabinet collection of birds' nests, squirrels' nests, and a large hornet's nest for nature study work. The collection was made by Dr. Godwin at his Catskill home.

Dr. Frank R. Moore, the new principal of the Brooklyn commercial high school, was born in Manlius, New York, in 1853. After graduating from Colgate university with honors in 1875 he became principal of the Essex Union free school, and two years later he assumed a similar position at Yates academy, in Chittenango; at the latter school he had a teachers' class. Mr. Moore was also state institute conductor for two years.

From Yates academy he went to Pater-son, N. J., as principal of the high school, and in 1882 he was elected to the prin-



Frank R. Moore, Principal Commercial High School, Brooklyn.

cipalship of school No. 31, of Brooklyn, where he remained for fifteen years. His appointment as collector of internal revenue took him out of the school field for a time, but he soon returned to his first love.

He is the author of a series of textbooks which is published by Richardson, Smith & Company.

Mr. Moore's extensive experience in school work, especially as principal, and his practical acquaintance with business transactions commended him highly to the board of education and were the principal reasons for his appointment to the principalship of the Commercial high school of Brooklyn.

HADDONFIELD, N. J.—At the parents' meeting held in the new high school building on May 1, Prin. R. H. Whitbeck, of the Trenton model school, delivered an address in which he outlined some of the many good things that result from sympathetic co operation of parents and teachers and school authorities. Mr. J. F. Tatem, of the board of education, and Prin. J. C. Hockenberry, of the new school, continued the discussion in a helpful, practical way.

The new high school has been enlarged and remodeled at an expense of \$13,000 and hereafter both the grammar and the high school departments will be domiciled

together. A spacious and well-lighted room will soon be fitted up as a physical and chemical laboratory.

### Examinations and Promotions.

One topic, which seems to have unlimited possibilities for stirring up vigorous differences of opinion, is the timeworn "Examinations for Promotion in the Grades and Admission to the High School" with which the New York Educational Council closed its business year, on Saturday last. There were as many different views as there were speakers, and Superintendent Young, of New Rochelle, was not far wrong when he summed up the situation in his vigorous style by exclaiming, "We have listened to more bosh and nonsense this morning than in all the existence of the council put together." Some one else said he had come in the hope of getting a little light on the subject, but was more bewildered than ever.

The discussion was opened by Supt. Henry Snyder, of Jersey City, who spoke in part as follows:

I don't believe we have enough oral tests—informal, unannounced, to decide the ability of pupils. Moreover, we are apt to decide too much on the basis of a single subject. If there is to be only one subject, let that be language, which comprises spelling, composition, literature, the expression of thought. No one thing should be taken, however; the basis should be all studies.

The principal and teacher should decide promotions. How much importance we can attach to teachers' opinions and the decisions of principals and superintendents depends, of course, upon the efficiency of these people. But suppose that a teacher is absent from school half the term, her place being filled by various substitutes, how can she decide on promotions? The principal does not come into sufficiently intimate relations with the pupils to undertake the task. What are we going to do about it?

Any system of promotion may fail, but difficulties occur most frequently when we try to say when and how often pupils shall be promoted. It is my belief that in large schools, having 1,000 pupils, it is possible to grade pupils very closely with semi-annual terms without the more frequent re-classifications necessary in small schools. If we try to make pupils uniform we attempt the impossible, for pupils are of every grade of ability and brain-power. Pupils are not retarded by the classmates who are duller than themselves. They can forge ahead as rapidly as they may. So much additional reading matter in history, in literature, in the nature world, in language is now provided that there is no longer an excuse for standing still. The bright pupil can go ahead and learn much more than his less gifted classmates. Moreover, the rapidity with which a child can go thru school is not the only thing to be considered, tho it is a matter of importance. Fitting for the battle of life is a far more weighty consideration.

Hard and fast rules cannot be given to meet all conditions in the matter of promotion. Yet there are some ideas that apply very generally.

In the lowest-grades promotions should be more frequent than higher up. In St. Louis there are three terms in the year. Four or five sub-divisions may be made in large schools. In the grammar grades this frequent re-classification is not so necessary. Once a term ought to be sufficient.

There should be frequent reviews. They help to solve many of the difficulties of promoting. Teachers who are hampered by large classes cannot give individual attention and assistance to their pupils. Close grading here is a valuable help for giving each pupil his due. But no matter what the plan is, it may be defeated by

teachers not in sympathy with it, or who are inefficient.

I object to examinations for promotion to high schools being conducted by elementary teachers. Examinations ought to be conducted by the high school teachers. But why should there be such examination to decide on admission? Colleges may choose such a method. But there is no reason for it in the case of high and grammar schools which are in one system. Let the grammar school teacher and principal be the determining factor in promotions to high schools and not examinations.

Some of the best qualified pupils may fail in examinations by reason of nervousness or other causes. Besides the tendency of this system of examinations is that it narrows school work and injures the methods of teaching.

Prin. Thomas O. Baker, of Brooklyn, said that while he agreed with Mr. Snyder's views on the whole, he did not believe it best to abolish examinations. He believed that tests should be given that a pupil might measure his own power and the teacher plan her work more intelligently. He believed in making the tests real tests, and said that examinations were held in high schools, in college, in law, in civil service, in commercial life, and that if examinations were not held in the elementary schools, pupils would fail in the higher institutions when examined because they were unfamiliar with examinations.

What shall we do with pupils who fail because they are marked low without being examined? Parents will accuse the teacher of partiality. No such accusations can be brought with examinations properly conducted.

Examinations should not be final. If pupils do good work from day to day and fail in examinations thru nervousness or other causes, the teacher should take their daily record into consideration, and not keep the pupils back. It is a real joy to some to take examinations, as it stimulates them to measure their strength and to make more vigorous efforts to reach a certain standard.

Prin. James Winne, of the Poughkeepsie high school, described a very satisfactory plan used in Poughkeepsie. Five horizontal lines are given to each pupil each month, in which certain exercises are entered, and there is a double vertical column in which is given the judgment of the teacher as to the work done. If a pupil begins low and goes high, he is promoted, if he begins high and goes low, he is not promoted unless it is thought he can do better work in some other grade.

Mr. Winne believed examinations were the cause of much formal, stilted work. Whether examinations were successfully passed or not he said he would rely upon his own judgment as to the fitness of a pupil for promotion. He believed examinations were usually favored by the parents.

An interesting discussion followed. The advocates and opponents of examinations argued their points at length. The regents' examinations in New York state were especially commended by their friends.

President Swingle announced a committee consisting of S. R. Shear, Kingston, N. Y.; R. L. Conant, Long Island City, N. Y.; E. L. Lantman, Port Chester, N. Y.; H. E. Harris, Bayonne, N. J.; and H. W. Harris, South Orange, N. J., to report a list of officers for the coming year.

Direct exposure to the sun's rays, employment in or living in hot and poorly ventilated offices, workshops, or rooms are among the most prolific causes of headache in summer time, as well as of heat exhaustion, and sunstroke. For these headaches, and for the nausea which often accompanies them, five grain antikanina tablets will be found to afford prompt relief and can be safely given. The adult dose is two tablets. \*



## Notes of New Books.

*History of Geology and Palaeontology, to the End of the Nineteenth Century.* By Karl Alfred von Littel, Professor of Geology and Palaeontology in the University of Munich; Director of the Natural History Museum of Munich; President of the Bavarian Royal Academy of Science, etc., translated by Maria M. Ogilvie-Gordon, D. Sc. (London), Ph. D., Munich, with thirteen portraits. The author has made the leading feature of his work the growth of geology in Germany. Other countries are introduced as related to this. The earliest conceptions of the origin and condition of the earth are presented, and the reasons for their essential crudeness are developed. Starting from this basis, the progress of the science as an observational study is clearly traced. After giving the general trend of the science, and particularly showing how much is due to the work of von Humboldt, the specific steps in that development which belong to each of the most important workers are recorded. The several departments of geological study are treated by themselves, dynamical geology being treated as the foundation. A fine chapter is given to petrography. The large place belonging to palaeontology in developing present conceptions is clearly presented. The introduction is unusually careful. (London, Walter Scott; imported by Charles Scribner's Sons, New York.)

*Russian Political Institutions*, a volume by Prof. Maxime Kovalevsky, professor in Chicago university, is a timely one in view of the great and growing importance of Russia and the interest felt in her political institutions in this country. The author was formerly professor of public law in the university of Moscow and thus has had unusual facilities for studying Russian institutions. His book will therefore carry an authority that would not be the case with one written by an outsider. It consists of lectures delivered at Chicago.

Professor Kovalevsky aims to convey a general idea of the country and the people. It is essentially expository—the history of an evolution. In the pursuit of this purpose the book treats of the making of Russia, its complex ethnology and early political vicissitudes, the development of Muscovite institutions, the reforms of Peter the Great and Catherine II.; and various reforms of Alexander II., with two final chapters on the past and present position in the Russian empire of the much disputed territories of Finland and Poland.

The greatest comparative space is devoted to the period of Alexander II., the liberal czar whose assassination brought about so serious a reaction in the great empire. It is these chapters that will be of most interest to the general reader. The sections dealing with the emancipation of the serfs, local self-government, and the universities and the press will be of universal interest. (The University of Chicago Press, Chicago Crown 8 vo., 310 pages, net, \$1.50; postpaid, \$1.60.)

*Asoka, the Buddhist Emperor of India*, by Vincent A. Smith, M. R. A. S., late of the Indian civil service, is issued in the series on the Rulers of India. Asoka, or Piyadasi, a king of the Maurya dynasty of Magadha, was a son of Bindusara, and grandson of Chandragupta, and lived from 263 to 226 B. C. In consequence of a quarrel with his father he went away to Rajputna and the Punjab. When his father died he returned and seized the throne. In time he extended his sway over Hindustan, the Punjab, and Afghanistan, while he claimed to rule over South India and Ceylon. Converted by a miracle he openly adopted Buddhism and became the Buddhist Constantine. Especially noted are his edicts enjoining the practical morality of Buddhism, which are engraved in different Prakrit dialects on pillars of rocks in different parts of India. In writing of so remote a period, the author had difficulty in separating the truth from what was merely legend, and it was impossible in every case to separate the truth from the absurdities and contradictions with which it was mixed. The translations of the inscriptions in this volume are based on those of Bueler, checked by comparison with the versions of other scholars, and with the text. (Clarendon Press, Oxford.)

*Thyra: A Romance of the Polar Pit*, by Robert Ames Bennett, illustrated by E. L. Blumenschein. In this story the author has given free range to his fancy, and has shown wonderful power in making the impossible seem intensely real. A party of explorers are caught on a pack of polar ice near Franz Josef Land, where they drift about waiting for some one to rescue them. When hope of rescue is about departing they see a balloon, that has escaped from some one, soaring over them. They take hold of the dragging rope and anchor the balloon to an ice hummock. Pulling it down they mount

the car. They bid adieu to the ice pack as a strong breeze wafts them toward the North pole, and, so far as the story is concerned, the reader bids adieu to reality.

The balloon takes them northward until they land at a range of mountains, where they find a people speaking a language similar to the Scandinavian tongues; they rescue Thyra, a northern huntress, from a gigantic cave bear; they have a fight with the Thorlings, as the northern warriors are called. There they mount balloon again and descend to the famed city of Biornstad.

The remainder of the story relates to their adventures among the strange people found there, who hold to the religion and traditions of the early Northmen. Their houses, their dress, their customs, and their occupations are described. The adventurers find in that region the saber-toothed tiger, great birds with teeth, and other monsters supposed to be extinct. The author has worked into this highly romantic narrative a tender love tale, so that the reader gets in the story love and romantic adventure in generous proportions. In the several page pictures the genius of the illustrator shows to advantage. (Henry Holt & Company, New York.)

Andrew Carnegie is so much better known as financier and dispenser of wealth that Mr. Carnegie the author is seldom remembered. Probably a very small proportion of those who see his name in print know that his fourth book is soon to be issued from the press. *The Empire of Business* is a collection of speeches and articles—the latter published from time to time in prominent magazines and reviews. The book will certainly receive marked attention, for it deals with matters on which Mr. Carnegie is an authority, and on which young people especially wish to know his views. The first chapter is on "The Road to Business Success" and is a talk to young men. Other interesting topics discussed are: How to Win Fortune; Wealth and Its Uses; Iron and Steel at Home and Abroad; What Would I Do With the Tariff If I Were Czar?

The book is excellently printed in large type on first-class paper. It contains nearly 350 pages of readable, usable, and practical matter. A fine portrait of Mr. Carnegie forms the frontispiece. (Doubleday, Page & Company, New York.)

*Henderson's Picturesque Gardens and Oramental Gardening Illustrated*, by Charles Henderson. This book treats of one of the most fascinating subjects on which the mind can employ itself. The author believes that no fixed rules can be followed. Every house and its surroundings should invite its own plan, which gives the estate added charms of originality, variety, and character. The dominant object of ornamental gardening is to enhance home surroundings, and this object is attractively accomplished by composing into a pleasing picture on the lawn, trees, shrubs, flowering and decorative plants with accessories. Therefore the designer should shape his thought to some original ideal thoroly befitting the situation, and regardless of fleeting fashion. This book gives a great variety of illustrations of such artistically ornamented grounds. These examples of various combinations of plants, shrubs, trees, and garden-like adornments will greatly aid those who wish to improve their grounds. (Peter Henderson & Company, New York.)

*Daily Thoughts from French Authors* is a handsome little book containing a quotation in the original French, in prose or verse, for every day in the year. The selections are carefully made. We have here the most beautiful thoughts of such authors as de Musset, George Sand, Chateaubriand, Jules Simon, Victor Hugo, Voltaire, Lamartine, Boileau, de Stael, Rochefoucauld, Fenelon, LaFontaine, Montesquieu, Balzac, Renan, de Maupassant, Pascal, and many others. The book is beautifully printed on fine lusterless paper and bound in morocco. It is small enough for a pocket companion. (Wm. R. Jenkins, New York.)

*Dear Days*, a story of Washington school life, by Armour Strong. This is a story for girls of school life in Washington, told in a fresh and entertaining way. The local coloring, inseparable from life at the capital, should have educational value as well as interest to children. The characters in the book are healthy, lusty youngsters, whose portraits are evidently drawn from life. There are several full-page illustrations. (Henry T. Coates & Company. Price, \$1.00.)

Aunt Mchitable and Uncle Samuel, with the privilege of old people, were in the habit of calling their young nephews and nieces, and all other boys and girls as well, *Young Sprouts*. Using this as her title, Mary Fielding Kalor tells of the simple little doings of the small Robinsons and Merrimans. As the author says in her preface, there was "not a saint nor a hero among

the whole lot." They were simply healthy, happy, natural children, alternately good and mischievous. But boys and girls who enjoy reading about other boys and girls like themselves will find *Young Sprouts* interesting and entertaining. (The Union Press, Philadelphia.)

The *Floating Treasure*, of which Harry Castlemon, tells was an enormous piece of ambergris. The vicissitudes of that unpleasant appearing but valuable property are quite enough to fill the volume. The finding of the ambergris seemed most fortunate and delightful to Frank Ingram when he first had it in his possession, but before he finally sold it and received the money which it brought he and many others were heartily sick of the very word ambergris. It was the direct and indirect cause of no less than six serious crimes, and at the same time it proved an instrument of good even to the perpetrators of the crimes themselves. The whole story shows in a most forcible way how the little sin leads unavoidably to the large one, and that it is much easier to be drawn into evil ways than to break them off. The author has given young people a most interesting and helpful book. (Henry T. Coates & Company, Philadelphia.)

*The Princess Oynthia*, by Marguerite Bryant, is a narrative in which the author introduces us to a mythical kingdom of the old world, and surrounds us with a charming atmosphere of romance. It is vain to look upon the map for this kingdom, for, like More's Utopia, it is nowhere. The graceful, delicate style and the skilful use of incidents fascinate and enamor one with the romantic, half-real existence at this imaginary court. Is it any wonder, then, that the book reached a sale of 100,000 copies after it had been published only a few months?

The story begins on the first page of the book. The Princess Cynthia is lost in the forest adjoining the royal hunting reserves. The proud young Lord Arroncourt comes to her rescue. His family has been under royal disfavor, but the princess contrives to have him summoned to the court by the king, and he is appointed an equerry while his brother is allowed to go to the war. As equerry to the beautiful and wilful princess, Palemedes becomes her favorite, and despite the fact that she is pledged to a neighboring king, the hearts of the two are knit more and more closely, tho Palemedes struggles against his fate and holds himself rigidly in the restraint due to his position, and is the very soul of honor. He fights a duel in her behalf and, tho victor, is nearly killed. He risks his life to save one of her pages. He is the ideal woman's hero; he performs other deeds of valor and gallantry that deepen the love of the princess, but her pride will not let her admit it. Stirring scenes follow and lead up to a tragic climax. (Funk & Wagnalls Company, New York. Price, \$1.20.)

In *Evolution of the Individual* Frank Newland Doud, M.D., gives an exposition of natural laws of growth and how to attain mental and bodily freedom. He shows how to shake off physical and mental unrest and to live naturally. He does not give a scientific dissertation, but a few simple suggestions of how most easily and quickly to reach the truth—knowledge of spiritual and physical contentment and growth. (The Reynolds Publishing Company, 53 State street, Chicago. Price, \$1.00.)

*The Times and Young Men* is one of those strong, helpful books with which many of our readers are familiar. This book is the outgrowth of the writer's personal experience. His Puritan training had implanted views that suffered a shock on account of great theological and social changes; he felt the need of something to "tie to," and having settled on it proceeded to impart it to others. He notes the great changes in the physical world, the increase of wealth, the organization of industry, and the social revolution. In the world of ideas there have come the scientific method, the breaking up of theology, the growth of public opinion, and a new conception of Christianity. According to the latter religion is not solely to fit a man for the next world; it must take care of him in this; it must solve every-day problems. Christianity is eminently fitted to accomplish this work. (The Baker & Taylor Company, New York. Price, \$0.75.)

*Tommy Foster's Adventures*, by Fred A. Ober, with pictures by Stanley M. Arthur. Mr. Ober is the author of many successful juvenile books, and hence hardly needs an introduction to juvenile readers. The present story relates to the Indians of the Southwest, about whom there is a renewed interest of late. He has lived among the Pueblo Indians and hence is well acquainted with all those scenes thru which Tommy is conducted. He is to be congratulated upon the admirable

manner in which he has imparted information in regard to this little known region. (Henry Altamus Company, Philadelphia. Cloth, 12mo, \$1.00.)

At this time when the anxious thought of all England is still fixed upon her South African problems, when her Tyrtæan songster, Mr. Rudyard Kipling, is still spurring on his "flanneled fools at the wickets" and his "muddled oaf at the goal," Sir Edwin Arnold's new poem, *The Voyage of Ithobal*, appears to have a bit of contemporaneous interest. It calls attention vividly to the great Dark Continent.

The hero, Ithobal, we should say for the benefit of readers of THE SCHOOL JOURNAL who have forgotten their ancient history, was also known as Ethbaal, the Phœnician navigator who at the behest of one of the Pharaohs of Egypt accomplished the circumnavigation of the African continent long before the railroad from Cairo to the Cape was projected, and very fortunate it was for Ithobal, at least in Sir Edwin's story, that shortly before he undertook the king's bidding he had bought for the price of a wondrous pearl a captive maiden exposed for sale in the slave market at Tyre,—Nesta, an Ethiopian princess as she turned out to be, who accompanied the mariner on his long journey, his aid and comfort in each emergency. A more resourceful sailor than she never put forth in galley. She pulled the hero out of every pitfall into which he stumbled. When somewhere down in the lower Red sea a calm fell upon the ships, and death by thirst seemed imminent, her forethought had provided a bale of some luscious fruit by the juice of which the thirsty mariners were able to hold out until they reached the shore. When all were likely to founder in a fierce gale off Madagascar, it was she who seized a lamp that contained two measures full of sunflower oil and flung it to windward so that a film was spread upon the waves, breaking down their crests, and thus anticipating a very modern device.

The incidents of the epic are many and varied. The monotony of the long sea voyage is broken by two trips inland—one to Nesta's original home in the lake region; one to the far-famed falls of the Zambesi. The descriptions of tropical scenery and fauna are in Sir Edwin's characteristic vein and will certainly please the admirers of his "Light of Asia." With their wealth of detail they indicate extensive preparations on the author's part for his task. Certainly no one can read the poem attentively without learning a great deal of natural history.

The epic was told in seven episodes to Neko, the Pharaoh, by Ithobal, and the words that fall from the lips of the daring navigator, are caught on papyrus by the scribe Hodo "with a heedful pen."

Sir Edwin Arnold is not a Milton or a Dante; not even a Tasso or a Tennyson. Yet what he writes has certain qualities of charm and permanence. (G. W. Dillingham Company, New York.)

*The Story of Metlakahla*, by Henry S. Wellcome. In this book is related the history of a community of native British Columbians now seeking refuge under the American flag. Thru the efforts of William Duncan these Indians were raised from barbarism to civilization in a single generation, a work that stands without parallel in the history of missions. It is claimed that the government has persecuted them, and now they want to move across the border into Alaska. Mr. Duncan has come to the United States asking for homesteads for these people. The text and illustrations show these Indians as they were and as they are. (C. C. Cook, 47 Broad street, New York.)

*William McKinley* is the title of a memorial address delivered by John Hay by invitation of Congress in the capitol at Washington, in the presence of the officers of the government, both houses of Congress, and the nation's guest, Prince Henry of Prussia. It is printed as one of the volumes of the *What is Worth While Series*. It is an earnest dignified address, full of lofty eloquence, in which Mr. Hay paid a tribute that will live as long as the name of McKinley. (Thomas Y. Crowell, New York. Price, net, 28 cents.)

*The Surprise Book*, by Nell K. McElhone, with pictures by Albertine, Randall, and Wheelan, is well named. On turning over the pages one is continually surprised at the happy turns of the rhymes and the humor of the pictures. Every picture-loving imaginative child will be delighted with this book. It will surely be one of the most popular of children's art books. (Frederick A. Stokes Company. Cloth, oblong pages, elegant cover design, \$1.20.)

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## Our Times.

### Mosquitoes and Yellow Fever.

About twenty years ago Dr. Finlay advanced the theory that yellow fever was carried from person to person by mosquitoes. The United States army surgeons determined a year ago to test this theory in Havana. They threw aside the useless precautions against yellow fever and began a vigorous campaign against the mosquito.

Every yellow fever victim was kept within a wire netting, the house was fumigated, and the insects, so far as possible, killed off. Bogs and stagnant pools, the breeding places of mosquitoes, were filled up. Kerosene was employed where the filling was too expensive. Ponds were stocked with surface-feeding fish, which ate up the larvæ as soon as laid. The result was the number of deaths of the year from yellow fever fell from 300 to five.

The carrying of yellow fever is not the only one of the mosquito's sins. It infects people with malaria and the different forms of intermittent fever. Some mosquitoes do not carry these diseases, but the only safe way is to kill them all. It is interesting to note in this connection that a systematic war on mosquitoes seems to be beginning in Long Island, Staten Island, and New Jersey.

### Automobiles for Heavy Loads.

Most people are acquainted with the light automobiles used in the cities and their suburbs. There is another kind, a near relation, employed in the West. Strength is the chief quality looked for in these machines, whereas in the East speed is the main object. The Western automobiles are used for farm work, and on the mountain roads, where they drag heavy loads with perfect safety, and a large reduction in expense.

### Great Changes Predicted.

An expert thinks that the submarine torpedo-boat may be the most important invention of the age in changing war and human society. The first really successful boats made to travel beneath the surface of the water were the American Holland and the French Goubet, the latter built in 1885. France has been very active in making submarine boats, and has kept her work a secret. It is generally admitted, however, that the United States is ahead of her in this field, with the double motive power boats.

### Search for Absolute Zero.

According to modern scientists absolute zero is a point where all heat would cease to exist. It is about 440 degrees below zero Fahrenheit. As heat is a mode of motion, there would be at that point no heat vibrations. Prof. James Dewar, of London, has been experimenting to find the absolute zero. He has got within 18 degrees of it by cooling down the rare gas helium by the aid of liquefied hydrogen. In order to push his temperature any lower he must discover some gas that liquefies at a still lower point than helium.

It has been found that magnetism increases at these very low temperatures. Solidified oxygen is attracted as readily by a magnet as if it were

iron. A magnet will draw the oxygen out of solidified air, leaving the nitrogen in a jelly-like condition, as that is non-magnetic. Liquid oxygen is of a blue color, and the blue of the sky may be due to the oxygen in the air.

At absolute zero no chemical action could take place. Burning sulphur thrown on solid oxygen goes out. As a solid, oxygen will not attack even such elements as phosphorus and sodium, for which it has such a strong affinity at ordinary temperatures. Some wonderful revelations will be made in regard to the chemical elements if the absolute zero point is ever discovered.

### Caste on European Railroads.

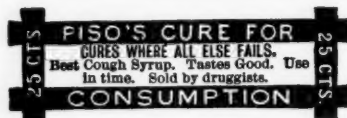
It is very hard for men to get rid of social and caste lines. This is seen in the construction of railroad cars. The average European could not endure the intermingling of all classes in a car in democratic fashion, as is the case here. In Europe, therefore, the coaches are divided into compartments for the accommodation of about eight people each. There are first, second, and third class compartments on the same set of wheels. American dining, sleeping, and parlor cars have been introduced, but they have not taken the hold on the European public they have on us.

### Wheat Unloaded by "Suction."

A novel mode of unloading wheat from vessels has been adopted at the new elevators at Liverpool. At the top of the elevator is a chamber from which pipes extend to the grain in the hold of the ship. When the air is exhausted from this chamber there is an inrush of air to fill the vacuum, which brings the grain along with it from the ship's hold. The grain then flows down on both sides, either as loose grain into a barge hold or into sacks. The sucking nozzle clears up every particle of wheat with wonderful ease.

### Highest Railroad Speed.

The Germans state the highest railroad speed ever attained was that made by an electric car on an experimental trip—one hundred miles an hour. They are mistaken. The record-making run of the famous locomotive "999" on the New York Central Railroad was at a speed of one hundred and twelve and one-half miles an hour, carrying a train of three coaches and a parlor car.



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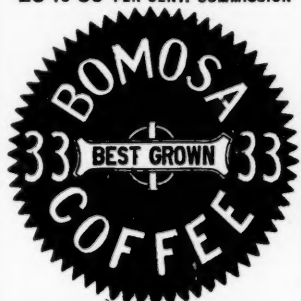
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### Miscellany.

The *International Studio* for May has a beautiful colored reproduction of Ann Macbeth's "The Sleeping Beauty." Among other special features of this number are "The Art of Lucien Simon," by Gabriel Mowrey; "Italy's Private Gardens," by Dr. Romaldo Pantini; "Leaves from the Sketch Book of George C. Haite," and "Some Work by the Students of the Liverpool School of Art."

A book which has all the freshness and interest of a new subject has just been issued by John Lane. *Persian Children of the Royal Family* is a vivid account of the author's, Wilfrid Sparrow, experiences as English tutor in the royal family in Persia. Mr. Sparrow depicts royal traits with a facile pen, yet he is judicious in his statements. While he raises the veil of the Persian harem he does so tactfully, proving that he is no desecrator of an honored custom in the East. His careful statements no Persian could feel sensitive over, and his loyalty to his employer will win the author favor wherever the book is read.

*The Story of Marie Antoinette* which is now running in *The Era Magazine* is entitled to more than a brief note for the reason that about the history of this charming, devoted, beautiful French queen there has always lingered a tragic cloud from the moment when divesting herself of her German robes, bidding farewell to the friends of her childhood she adopted French customs and identified herself with French interests. Marie Antoinette's story is magnificently told in this serial. The author has gathered his information exhaustively and woven it together in vivid pictures which impress the queen's lovable personality upon every reader. A woman whose childhood was singularly free from anxiety and which was kept from contact with impurity and vileness in any form passes from a scene of tranquillity to a troublous stage where intrigues, jealousies, bitter enemies, traducers surround her and she becomes the subject of our intensest admiration and pity. Marie Antoinette was a wise daughter of a wise mother, and the commands and exhortations which Marie Theresa impressed upon her were never forgotten. The character of Marie Antoinette, which has always stood for nobility and courage under deep trials, was inherited from that courageous mother who threw herself and her helpless babe upon the mercy of a Hungarian horde from whom she had no reason to expect anything but hostility. All of this is told, and more too, in the strong, captivating history that is running in *The Era Magazine*.

The Napoleonic story is not yet complete, altho much has been written ever since the Corsican luminary passed away. John Lane has published a new book that presents a graphic account of Napoleon's last days at St. Helena, information for which was obtained thru the papers and letters of a surgeon detailed on the flagship which guarded the island where Napoleon was banished. Dr. Stokoe held many familiar conversations with the prisoner and his letters are filled with interesting details of the same. The title page bears this caption, *With Napoleon at St. Helena*. The book is enriched with facsimiles of letters and documents which belong to Dr. Stokoe.

Jules Verne's *Vingt Mille Lieues sous les Mers* has been abridged and edited with notes by C. Fontaine, of the Boys' high school, New York. The abridged edition of this famous and thrilling tale of adventure is published by D. C. Heath & Company.

Houghton, Mifflin & Co., announce the rapid progress toward completion of their "American Men of Letters Series." The present year will see volumes on Hawthorne, Longfellow, Whittier. Other volumes in preparation are: Motley, Parkman, Whitman, Holmes.

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On account of the Imperial Council, Nobles of the Mystic Shrine, at San Francisco, Cal., June 10 to 14, 1902, the Pennsylvania Railroad Company will sell excursion tickets to San Francisco or Los Angeles from all stations on its lines, from May 26 to June 7 inclusive, at greatly reduced rates. These tickets will be good for return passage within sixty days from date of sale when executed by Joint Agent at Los Angeles or San Francisco and payment of fifty cents made for this service. For specific rates apply to Ticket Agents.

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The Pennsylvania Railroad Company will sell special excursion tickets, including coupon of admission, from New York, Philadelphia, Belvidere, Lancaster, Wilmington, West Chester, Phoenixville, and principal intermediate stations (as well as stations on the Chestnut Hill Branch) to Wissahickon Heights Station, May 26 to 31, good to return until June 2, 1902, inclusive.

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For itineraries and other information apply to ticket agents, Tourist Agent, 1196 Broadway, New York, or Geo. W. Boyd, Assistant General Passenger Agent, Pennsylvania Railroad Company, Broad Street Station, Philadelphia.

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